



## Inadequate Facilities and their Impact on Learning: Voices of University Students in District Gwadar

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### ABSTRACT

This study investigates how students' learning at the University of Gwadar is affected by subpar facilities. The main goal was to comprehend how students' academic performance is impacted by inadequate infrastructure, poor teaching methods, a lack of a conducive learning environment, a lack of research resources, and other associated problems. Five respondents participated in this qualitative study, and theme analysis was used to examine the data. Five main themes emerged from the findings: (1) problems with resources and infrastructure, (2) difficulties with the teaching and learning process (3) learning environment and student support; (4) obstacles to academic development and research; and (5) results and effects on students' learning. The findings show that insufficient facilitators not only interfere with the learning process but also consume a detrimental influence on scholars' academic presentation, motivation, too mental health. To guarantee high-quality higher education, the study suggests rapid improvements in foundational education, improved teacher preparation, and more research opportunities.



## Introduction

Creativity has been the topic of discussion ever since we had stepped in the 21st century. Pakistani school teacher had a very positive level of understanding towards the perception of creativity irrespective of gender and areas where they come from (Kamran et al., 2021). There are two parts to a university education: inputs and outputs. Physical and human resources make up inputs, while the purpose or objective and the educational outcome or result make up outputs. These tangible Physical infrastructure, which includes the fundamental buildings and equipment required for university operations, is referred to as resources. According to Ebehikhalu and Dawam (2017) classrooms, libraries, studios, labs, administrative buildings, staff quarters, clinics, sports facilities, administration buildings, cafeterias, stores, bathrooms, and hostels lecture halls, auditoriums, staff offices, seminar/conference/board rooms, labs, workshops, studios, moot courts, farms, gymnasiums, etc.); departmental and faculty buildings and complexes; libraries (central,

specialized/professional, faculty, departmental, etc.); institutions/centers (specialized facilities, e.g., ICT infrastructure, special laboratories, conference facilities, etc.); boards (interactive, magnetic, screen, and chalk); ICT (computer laboratories and services, network connectivity, multi-media system, public address system, slide, and video projectors); and ergonomic furnishings in labs, libraries, lecture rooms/halls, moot courts, and studios, etc.; student housing/hostels; municipal/physical infrastructure (power supply, water supply, staff schools, campus markets, security facilities, etc. (Jiduwah, 2010). According to recent surveys, our colleges are severely lacking in infrastructure. The typical public university in Nigeria lacks power, a reliable water supply, and standard student housing. Many of the children's restrooms lack running water, and they are typically in poor condition. There are no offices or lecture halls available, and the ones that are requiring renovation. Libraries lack contemporary books and are ill-equipped. There are few available teaching resources, and the lab equipment is outdated. Many campuses have buildings and roads in poor condition. One of the main causes of Nigerian institutions' appalling condition is their outdated and inadequate infrastructure.

Ebehikhalu and Dawam (2017) assert that in general, Nigerian universities are devoid of sufficient amenities. Basic amenities including a steady supply of water and power, as well as standard student accommodation, are absent from Nigerian state universities. Since many of the facilities used by the children do not have running water, they are often in terrible condition. No lecture halls or offices are available, and the ones that are require renovation. Libraries are underequipped and lack modern books and equipment. Outdated lab equipment and a dearth of instructional materials are present. Roads and buildings on several campuses are in bad shape. The antiquated and insufficient facilities of Nigerian colleges are the primary causes of their terrible state. It is crucial to look at the causes of the facilities shortage, its effects, and practical ways to address the problems brought up by public institutions' poor infrastructure. The issue of inadequate infrastructure facilities in Nigeria's public tertiary institutions has been connected by Ogunode and Musa (2022) and others to abandoned projects.

Nigerian public tertiary institutions have abandoned the following projects: ICT (computer labs and services, network connectivity, multi-media system, public address system, slide and video projectors), institutes and centers (specialized facilities such as ICT infrastructure, special laboratories, conference facilities, interactive, magnetic, screen, and chalk boards), libraries (central libraries, specialized/professional libraries, faculty libraries, departmental libraries, etc.); and faculty/departmental buildings/complexes (lecture rooms, lecture theatres, auditoria, staff offices, seminar/conference/board rooms, laboratories, workshops, studios, moot courts, farms, gymnasias, etc.).

To put it briefly, physical resources, are any resources used to educate and motivate kids to learn. Projectors, whiteboards, chalkboards, interactive or smart boards, computers, staff offices, zoological and botanical equipment, laboratories, libraries, technical workshops, assembly halls, leisure spaces, and country side restrooms, etc. are all included in this category. They are employed in the teaching-learning process to carry out the curriculum in a way that accomplishes learning goals. Thus, when the physical resources that are believed to facilitate the teaching-learning procedure, and when they are provided in universities in the appropriate quantity and caliber, learning can be seen as successful and efficient. Ezeocha (2011) asserts that insufficient physical resources can result in negative personal behaviors and that a wide range of activities, including such as sports and games, drama, etcetera cannot be conducted efficiently without adequate physical universe and equipment.

Numerous studies' conclusions have consistently connected pupils' strong academic progress to a sufficient quantity of tangible resources. Physical resources in educational institutions are associated with the achievement of the psychomotor, emotional, and cognitive domains (Amie-Ogan, 2020). This implies that intellectual advancement cannot take place in a vacuum. It can only be achieved if the resources are well planned for, adequately obtained and provided, continuously monitored, utilized to their maximum capacity, maintained, and audited. promoting the notion that children's academic development depends on tangible materials.

The availability of sufficient human and material resources is necessary for the universities to achieve their aims and objectives. According to Ogunode and Adamu (2021), education is set up and intended to work with both material and human resources. Both teaching and non-teaching staff are considered human resources. Academic staff refers to the teaching staff, and resources include things like offices, classrooms, ICT facilities, libraries, laboratories, portable water, electricity, internet, academic buildings, and instructional materials.

According to Ogunode and Agwor (2021), facilities are important for accomplishing the goals of the university system because they make it easier to carry out administrative duties in schools, provide reliable and speedy service, enable teachers to teach lessons quickly, and foster a positive work environment for both students and teachers. They also make it possible for pupils to learn efficiently and comfortably. Lastly, they enable educators to use ICT to prepare and present their lessons in-person or virtually. Ogunode and Agwor (2021) assert that the reputation of schooling

It is impossible to overestimate the role that infrastructure plays in achieving educational objectives. The teaching and learning process is delivered in part by school infrastructure. According to Osahon (2001), who quoted Coombs (1968), "any productive system, regardless of its aim and technology, requires management." It needs to be directed and led, supervised and coordinated, and continuously assessed and adjusted. In the past, the emphasis on persons and money overshadowed the importance of materials in school administration. But lately, the focus has shifted to the material component because without school facilities, teaching and learning cannot occur in a meaningful and constructive way. This assertion was corroborated by Udida and Bassey (2009), who stated that "the university system has many problems that affect system performance, including inadequate funding, inadequate curriculum coordination, leadership issues, and lack of infrastructure facilities, to name a few." One issue with university education in Nigeria is a lack of finance. The issue is having an impact on Nigerian universities' educational advancement. This study's goal is to look into the reasons why Nigerian universities don't have enough findings.

### **Statement of the problem**

Universities have a significant impact on how students develop academically and professionally. However, inadequate facilities are big issues in Gwadar university, such as insufficient classrooms, outdated laboratories, poor library resources, lack of ICT infrastructure, and inadequate hostel accommodation – can significantly impact students learning experiences. The absence of proper learning environment may lead to decreased academic performance, lack of motivation, and increased dropout rates. Despite efforts improve higher education, many universities, especially in developing countries, continue to struggle with inadequate facilities, effecting students' academic achievement and overall university experience. Therefore, this research seeks to study the extent to which inadequate facilities impact students learning performance and well-being.

## **Objective**

1. To explore the effect of inadequate facilities on students leaning at University level in Gwadar.
2. To identify the most critical facility-related challenges students face at universities level in Gwadar.

## **Literature Review**

Textbooks, maps, charts, and Examples of material resources include electronic and audiovisual teaching aids, such as televisions, video tape recorders, tape recorders, and radios. Paper and writing tools, including pencils, rulers, slates, workbooks, workout books, pastels, write, drawing books, notebooks, pens, erasers, and so on, are additional types of material resources (Atkinson, 2000). There are two parts to a university education: inputs and outputs. Physical and human resources make up inputs, while the purpose or objective and the educational outcome or result make up outputs. These tangible Physical infrastructure, which includes the fundamental buildings and equipment required for university operations, is referred to as resources.

Sermon halls, auditoriums, classrooms, libraries, studios, labs, administrative buildings, workshops, sports centers, clinics, staff quarters, hostels, cafeterias, shops, and restrooms are among the facilities, claim Ebehikhalu and Dawam (2017) Departmental and faculty buildings, campuses (lecture halls, auditoriums, staff offices, seminar/conference/board rooms, labs, workshops, studios, moot courts, farms, gymnasiums, etc.), and libraries (central libraries, specialized/professional libraries, faculty libraries, departmental libraries, etc.) are examples of the physical teaching and learning spaces found in universities. institutions/centers (specialized facilities, such as meeting spaces, ICT infrastructure, and special labs); ICT (computer labs and services, network connectivity, multi-media system, public address system, slide and video projectors), student housing and hostels, municipal/physical infrastructure (power supply, water supply, staff schools, campus markets, security facilities, etc.), interactive, magnetic, screen, and chalk boards, and ergonomic furnishings in labs, libraries, lecture rooms/halls, moot courts, and studios are a few examples.

Infrastructure facilities, sometimes referred to as school plant and facilities, are the tangible resources provided to faculty, staff, and students in order to optimize their productivity throughout the teaching and learning process. The understanding that learning occurs through exploration, discovery, and interaction with the internal and external environment rather than just within the four walls of the classroom has made it necessary to develop innovative and creative teaching and learning facilities that take these changes into account (Asiabaka, 2008).

Infrastructure facilities, also known as school plants and facilities, are "engines of growth in learning" that help teachers and students achieve educational goals and objectives by facilitating effective and efficient teaching and learning (Wunti, 2014).

According to Peretomode (2005), the term "infrastructure facilities" or "school plant and facilities" refers to "those things of education" that allow a skilled teacher to attain a level of instructional effectiveness that is far higher than what is possible when they are not provided. This definition did not provide a basis for differentiating between school and plant facilities and human funds; the term "things of education has a wider reach since it includes administrators, instructors, non-teaching staff, and even education stakeholders who are not directly related to school buildings and infrastructure. Furthermore, according to Abdul Kareem (2000), educational facilities are non-

human and non-financial resources made up of both immovable and moveable objects that enhance instruction.

### **Insufficient Facilities for Education**

One of the biggest obstacles to the successful execution of educational initiatives, such as the UBE, is this. Arisi (2002) emphasized that schools are overcrowded as a result of insufficient classroom space. Both government and religious missionaries constructed a large number of elementary and secondary schools in the past. As a result, the majority of buildings, roofs, desks, seats, tables, floors, etc., have deteriorated significantly. Numerous village schools that were constructed through self-help initiatives have suffered from long-term neglect, particularly blown roofs, damaged floors, broken windows, and doors. Additionally, the classrooms have been occupied by reptiles, while the children receive their education under the shade of trees. The government should have worked to renovate them to make room for additional students, but they didn't. Instead, using authorized enormous quantities of money, the government started constructing a block of three classrooms in each primary school, even though renovating existing ones would have been more cost-effective and advantageous. Therefore, new schools would not have been necessary for many elementary and secondary schools with fewer structures. Additional issues are:

1. Half-baked students are produced. In spite of spending the necessary number of years in school, many students fail to meet expectations because they have not acquired the necessary information in the allotted time.
2. Due to a lack of facilities, many teachers no longer believe their work to be fulfilling or fascinating.
3. Due to a lack of suitable educational facilities, the excitement that both instructors and students bring to successful teaching and learning is rapidly waning. Even if a teacher is very motivated, enthusiastic, and committed, their efforts, performance, and effectiveness in the classroom may not yield the desired outcome in terms of instruction, assessment, and management because their actions to fulfil their motivation would be influenced by the
4. Teachers' and students' enthusiasm to learn is low or nonexistent. Unfavorable environment.

### **Impact of Inadequate Infrastructural Facilities on Students Learning**

Research, education, and learning all require actual plants. These consist of staff offices, libraries, labs, workshops, and classrooms. Other options include staff quarters, student and staff recreation centers, sports and gaming facilities, and dorms (in residential colleges) (Noun, 2012).

In order to integrate economies within an area, infrastructure has always been essential. The economic prosperity and expansion of a region depend on its infrastructure being well-built and effective. According to a dynamic model, infrastructure serves as a regional public good that facilitates the movement of production elements both within and between nations, hence assisting the region in achieving greater growth and productivity (Adejomo, 2017).

Equally crucial to the advancement of higher education as these facilities. Regrettably, a lack of suitable infrastructure facilities is a concern at many public colleges. According to Udida, and Egbona (2009), one major obstacle to accomplishing higher education objectives is the absence of suitable infrastructure in our institutions. Without enough classrooms, resource rooms, staff rooms,

lab equipment, computers, and the like, an institution cannot successfully and efficiently carry out proper teaching and learning.

In her research on how university bodily funds affect pupils' educational presentation, Salisu (2001) finds that students in institutions with sufficient facilities perform significantly better academically than those without. Low standards in education are a result of the system's effectiveness and sustainability being threatened by a lack of suitable buildings or funding to repair damaged structures.

Adejompo (2017) also examined the practical achievement of scholars at University in Akungba and Ondo State, Nigeria, as well as the university's infrastructure. The study found a favourable correlation between the academic performance, electricity supply, and health facilities of the pupils. However, while the water source was inadequate, so were the internet and transportation facilities.

Noun (2012) noted the rapid decline of higher education institutions is concerning. There is a shortage of every resource needed for the process of producing education. There is a severe lack of space in lecture halls, labs, dorms for students, libraries, books and journals, and official areas. Higher education systems cannot freely perform the fundamental tasks of academia because the necessary teaching and learning equipment is either nonexistent, extremely ineffective, or in too poor condition.

Another element that makes physical plants useless is an absence of preservation beliefs between shareholders in higher education organizations. It exists important to note the misuse of restrooms, classrooms, and other school facilities. The majority of educational institutions have disabled maintenance sections. Inadequate personnel and equipment are available for maintenance tasks. Negligence causes some infrastructures that need modest repairs to deteriorate beyond what can be fixed (Noun, 2012).

It has been noted that raising the standard of education requires significant investments in both human and financial resources. Additionally, in Spain, the failure of university was shown to be an issue with the educational system as a result of inadequate infrastructure. It was suggested that basic educational facilities be established in order to guarantee high-quality instruction and student accomplishments (Martinez & Garcia, 2020).

Among the issues affecting kids' academic performance in Nigeria include inadequate classrooms, a lack of water supply, a lack of playgrounds, a lack of dorms, and a lack of staff offices and electricity. To increase learning outcomes, the government is expanding the provision of alternate power sources, such as generator plants, additional classrooms, labs, and other educational facilities (Oyediran, 2018).

Additionally, the existence of the internet, the utilization of labs, and libraries are important indicators of Kenyan students' academic success. Low learning achievement is the outcome of inadequate educational infrastructure. According to Omolo (2020), pupils who attend university with fully furnished classrooms and conducive learning environments perform better academically than those who attend schools with subpar amenities.

In a schoolwork on educators' awareness of the obtainability of teaching resources and bodily accommodations in subordinate universities in the Arusha District, Lyimo (2017) discovered that a lack of schoolrooms, counters, and seats types instruction and knowledge more challenging.

According to a survey done in Shinyanga Municipality by Kimaro (2020), the majority of public universities absence coaching and wisdom capitals and have limited supplies of books and lab equipment.

### **The Impact of inadequate Facilities on Students' Academic Performance**

Entertaining facilities are those items placed on universities property during the instruction and learning process that staff and students can use during their free time. School recreation offers learning opportunities beyond academic studies, yet it frequently connects to the curriculum taught in the school system. Extracurricular activities are programs designed for the student body at the school and include things like interest clubs, bands, debate teams, choral groups, athletics and intramural sports, and hobby organizations. These activities meet a significant need for many pupils throughout their time in university.

The lab, gym, library, computer set, and cyber café are among the recreational spaces required for efficient teaching procedures. Recreational facilities are any type of facts carrier that is used to record, maintain, transfer, or retrieve information through leisure activities for the educational processes in universities, according to Gbadamosi (2011). According to the author, recreational facilities are a necessary component of efficient teaching-learning procedures in universities.

Various forms of recreational facilities, such as film strips, flat visuals, projected and non-projected films, photographic materials, maps, globes, charts, and diagrams, can be installed in universities, according to Gbadamosi (2011). Children learn best when the school environment is enhanced with sufficient teaching and learning resources, according to Adebajo (2016). The inclusion of recreational facilities in universities opened up a number of opportunities for pupils to grow intellectually in accordance with their aptitudes and potential.

Recreational facilities, according to Fakomogbon (2010), include non-printed forms such inexpensive aids like charts, maps, and models, as well as printed materials like textbooks, workbooks, and electronic devices like software. According to Fakomogbon, recreational facilities are crucial resources that teachers utilize for both the effectiveness of their instruction and the teaching-learning processes. The instructional resources included include printed texts, charts, images, objects, and machinery. However, the author pointed out that if successful teaching-learning processes are to be improved, teachers must maintain a large number of teaching-learning facilities.

According to Aboyeji (2011), pupils will do better academically if secondary school teachers utilize instructional or recreational resources, such as teaching aids. It will also contribute to the institution's exceptional success record. Nonetheless, studies reveal that recreational facilities have a big impact on students' academic achievement, particularly at secondary colleges. High secondary universities success rates are encouraged by efficient use of educational resources, claims Ogunjobi (2011). Students are more likely to succeed in school if they see, feel, and apply more.

### **Research Methodology**

The research approach of this study was qualitative. Case study research was conducted to achieve the objectives of this study. The target population of this study was students of university of Gwadar. Five students were selected for data collection. Two males and three females. Convenience techniques was used for data collection. In this research open ended questions were

used and questions were self-developed. In this research, semi structure interviews guidelines were used for data collection. The validity of the tool was assured from my expert supervisor. At the first researcher informed the respondents the purpose of the study. Verbal consent was received from study participant. The participants were not forced during interview. Participants were not mentally and physically threat. Confidentiality was maintained. Permission was acquired to record their interviews. The interviews were in that language in which the participants felt relaxed.

## **Data Analysis**

### **Infrastructure and Resources-Related Issues**

Students' educational experiences are directly impacted by inadequate facilities. Many students stated that they are unable to properly access educational materials due to a shortage of projectors, insufficient seating, a poor university building, and inadequate library facilities, and that therapy limits their capacity to learn.

As participant one said:

Ye aik university hai jo aik aala satah ka idara hota hai jahan tamam sahooolatain mohayya honi chahiyein, lekin hamari university mein bunyadi sahooolaton ki kami hai jaise ke kam classrooms, naakaafi library, naakaafi projectors, aur naakaafi imarat. [ A university is a high-level institution where all facilities should be available, but in our university, there is a lack of basics facilities like lack of classes, inadequate library, inadequate projectors and inadequate building]

As participant two said:

University saari zaroori sahooolaten nahi de rahi, lekin hamare teachers apni poori koshish kar rahe hain ke humein achi taleem dein". [ The university is not providing all the important facilities, but our teachers doing their best to provide us with a good education]

As participant three and five said:

Hamari university mein kuch sahooolatain mohayya hain, jabke kuch ki kami hai, jaise ke naakaafi taleemi asbaaq, library ka na hona, sahooolaton ki kami, aur naakaafi projectors. [There are some facilities are available in our university, while some are not, such as inadequate learning tools, lack of library, shortage facilities and inadequate projectors]

Another participant said:

Agar hum tamaam taleemi idaron ko dekhein to wahan bhi tamam sahooolaten mohayya nahi hoti, kuch sahooolaten hoti hain aur kuch nahi. Ab agar apni university ki baat karein to yahan bunyadi sahooolaton ki kami hai, jaise ke departments ki kami aur library ka na hona. [If we look all educational institutions even there all facilities are not available some facilities are present, some are not. now coming to our university, there is a lack of basic facilities, such as a shortage of department and lack of a library]

## **Teaching & Learning Process**

Students' academic performance and general educational experience are significantly shaped by the teaching and learning process. Many students at Gwadar University voiced doubts about the approach' efficacy, pointing out that conventional teaching techniques frequently fall short of actively involving them in the classroom. Issues that were commonly brought up were a lack of participatory activities, a limited utilization of contemporary teaching resources, and inadequate instructor feedback. Students also emphasized the need for a more student-centered approach that incorporates real-world examples and practical applications into classes. Unpredictable teacher attendance and the lack of well-planned lectures were also mentioned as elements that interfere with learning continuity. All things considered, the data indicates that raising the caliber and effectiveness of instruction is crucial to raising student learning results.

As participant one and four said:

Facilities ki kami ki wajah se humein mushkilat ka samna hota hai. Misal ke taur par, projectors ki kami ki wajah se teachers lecture method istemal karte hain, jo hamare liye asar daar tareeqe se seekhna mushkil bana deta hai. [Due to the lack of facilities, we face difficulties. For example, because of the shortage of projectors, teachers use the lecture method, which prevents us from learning effectively]

As participant three and fifth said:

Facilities ki kami hamari taleem par asar daalti hai. Misal ke taur par, library mein hamare courses ke mutabiq kitabein mojud nahi hain, aur hum doosri maloomat tak bhi rasai hasil nahi kar paate. [The lack of facilities affects our learning. For example, the library does not have books according to our courses, and we are also unable to access others information]

Another participant discuss:

Hamare ustad asar dar tareeqay se lecture nahi de sakte kyunke sahaton ki kami ki wajah se woh behtareen tareeqa-e-taleem nahi apna sakte. [Our teacher cannot deliver lecture effectively because, due to the lack of facilities, they cannot implement the best teaching method]

## **Learning Environment & Students Support**

Both academic progress and student well-being depend on a supportive learning environment and sufficient student assistance. Students at Gwadar University expressed that the absence of basic amenities like cosy classrooms, dependable energy, and enough ventilation in the existing learning environment had a direct impact on their motivation and ability to focus. Additionally, academic and emotional support networks like academic advising, mentoring programs, and counselling services are conspicuously lacking. Many students said that they frequently feel alone in their academic endeavors and receive little help from teachers or support personnel. In addition to impeding learning, a lack of a supporting environment also has an impact on students' confidence and entire university experience. These results emphasize how critical it is to enhance the learning environment's emotional and physical components in order to promote improved academic results.

As participant one:

Classrooms ki kami ki wajah se hum theek se nahi parh sakte kyun ke bahar ka shor humay disturb karta hai, aur projectors ki kami bhi ek masla hai. [Due to the shortage of classrooms, we cannot learn properly because the noise from outside disturb us and also lack of projectors is a problem]

As participant two discusses:

Sab se zyada zarurat humein aik theek university building ki hai, aur doosray number par, curriculum ke saath saath co-curricular activities bhi honi chahiyein jaise ke gala event, sports week aur doosray programs. [ what we need the most is a proper university building, and secondly, alongside the curriculum, there should also be curricular Activites like gala event, sport week, and other program]

As participant three proclaimed:

Hum bohat se masail ka samna kar rahe hain jo ke taleem ke dauran sahaton ki kami ki wajah se hain. Misal ke taur par, jab bijli chali jati hai to humein disturbance hoti hai. Kabhi kabhi projector nahi hota, is liye hamare ustad pehle sab kuch likhwate hain aur phir samjhate hain, jo ke hamara waqt zaya karta hai. [ We are facing many challenges due to the lack of facilities during learning. For example, when the electricity goes out, it disturbs us. sometimes, there is no projector, so our teacher first makes us write everything and then explains it, which wastes our time]

As another participant said:

Facilities ki kami ki wajah se hum demotivated aur zehni tor par disturbed mehsoos karte hain. [ Due to the lack of facilities, we feel demotivated and mentally disturbed]

As another participant:

Facilities ki kami ki wajah se, teachers bheed bhare classrooms ko sambhal nahi paate, jiski wajah se theek tareeke ka taleemi mahaul ban nahi paata." [Due to the lack of facilities, teachers are unable to manage crowded classrooms, which prevents the creation of a proper learning environment]

## **Research & Academic Growth**

Higher education is based on research and academic development, which help students become more proficient in their subjects and strengthen their critical thinking and problem-solving abilities. However, Gwadar University students stated that their academic progress is severely hampered by their restricted access to research facilities, scholarly periodicals, and trained research supervisors. Numerous people bemoaned the dearth of training programs, seminars, and workshops that may improve their research abilities. Furthermore, students are deterred from engaging in independent research or creative initiatives by the lack of institutional support and a research-oriented culture. In addition to limiting their academic potential, this lack of resources and support also makes them less competitive for future education and professional employment. Fostering a vibrant academic environment requires bolstering research infrastructure and encouraging academic development through organized support.

Participant one said:

Hum bohat se masail ka samna kar rahe hain, jaise ke resources ki kami, jo hamari taleem par bura asar daal rahi hai, jis ki wajah se hamari CGPA gir rahi hai. [We are facing many challenges, such as a lack of resources, which has negative effects on our learning, resulting in a drop in our CGPA]

Participant four said:

Main ne dekha hai ke research facilities ki kami ki wajah se humein research karne mein mushkilat ka samna hai. Misal ke taur par, hamari university mein internet ka masla hai aur library bhi kaafi naqis hai, jo ke students ki research karne ki salahiyat ko mutasir karta hai. [ I observed that due to the lack of research facilities, we are facing difficulties in conducting research. For example, there is an internet issues in our university, and the library is also insufficient. Which affects student's ability and carry out their research]

Participant two said:

Hamari university gareeb students ko scholarships deti hai. Yeh woh aik cheez hai jo hamari university ko doosri universities ke muqablay mein behtar banati hai. [ Our university provides scholarships to poor students. This is the one thing that makes our university better as compare to others]

Third participant discussed:

Kam wusail ke wajah se students ki taleem mein kami aati hai, unka CGPA neeche chala jata hai, aur woh mentally disturb ho jate hain. [Due to inadequate facilities, students learning decreases, their CGPA becomes low, and they become mentally disturbed]

### **Outcomes & Impact**

The effectiveness of instruction, the resources that are accessible, and the general assistance that students receive at Gwadar University are all directly related to the results and influence of the educational experience. Numerous students stated that their learning outcomes are directly impacted by the substandard facilities and scant academic support, which results in subpar academic performance and a lack of confidence in one's abilities. Due to a lack of research experience and practical expertise, graduates frequently feel unprepared for the workforce or further education. Additionally, these issues have long-term effects that go beyond specific students because they have an impact on the university's standing and the advancement of education in the area. The results imply that the benefits and wider influence of higher education in the area will continue to be restricted in the absence of notable advancements in academic assistance, teaching quality, and infrastructure.

Participant two discussed:

sahuleyat ki kami students ke dars-guzari par asar dalti hai, unka learning level gir jata hai, unka CGPA kam ho jata hai jis ki wajah se wo demotivated ho jate hain. Unka confidence level gir jata hai aur wo inferiority complex ka shikar ho jate hain. [ Lack of facilities affects students learning their learning decreases, their CGPA drops which

causes them to become demotivated. Their confidence level decreases, and they develop an inferiority complex]

Participant four said:

Agar hum dekhein, pehle humari university se zyada students drop out karte thay, lekin ab dropout rate kam ho gaya hai. Students zyada tar facilities ki kami ki wajah se drop out karte hain, kyun ke wo apni studies mein interest kho dete hain. [ If we observe, earlier more students used to drop out from our university, but now the dropout rate is lower. students mostly drop out due to lack of facilities because they lose interest in studies]

## **Discussion**

In this context of this study on the impact of poor facilities on kids' learning, crowded classrooms, and poor amenities became issues. Lack of a proper library effect on students learning. A well-equipped library plays a vital role in supporting academic research, independent learning, and access to up-to-date resources however, many students reported either the complete absence of a library or one that lack sufficient materials, space, and digital access. this limits their ability to study effectively outside the classrooms.

Additionally, crowded Students find it challenging to focus in class, communicate with teachers, and engage in meaningful learning. Teachers also find it challenging to provide individual attention in such settings. Together, these inadequate create a learning environment that is neither supportive nor stimulating, ultimately hindering students' academic achievement.

Additionally, Hallack (1990) pointed out that one of the main determining factors in the educational system was facilities. The author argued that although unappealing school buildings, cramped classrooms, a dearth of flower beds and playgrounds, and unsightly surrounds can all result in poor performance, the availability, applicability, and relevance of these resources all support student achievement. Musau (2004) found that a shortage of library resources is one of the main problems keeping educational institutions from attaining high standards.

Inadequate facilities are a significant barrier to effective teaching and learning in educational institutions. When vital facilities, such as classrooms, are lacking or not maintained properly, the entire quality of education suffers, libraries, laborites, clean water, electricity, and sanitation. Students are compelled to learn in uncomfortably crowded, inadequately furnished classrooms that make it difficult for them to focus and interact with the material. Without the required materials and tools, teachers also find it difficult to teach classes successfully. In addition to having an effect on academic achievement, this circumstance deters consistent attendance and lowers motivation, which eventually impacts long-term educational results.

Among the issues affecting children's academic performance in Nigeria include inadequate classrooms, a lack of playgrounds, a lack of staff offices, a lack of electricity, and a lack of water supplies. In an attempt to enhance learning outcomes, the government is expanding the availability of alternate power sources, such as generator plants, extra classrooms, labs, and other educational facilities (Oyediran, 2018).

## **Conclusion**

According to this study, insufficient educational facilities seriously impede efficient instruction and learning in classrooms. Low student performance, decreased motivation, and an unfavorable

learning environment are all caused by inadequate facilities, a shortage of necessary instructional resources, an inconsistent electrical supply, and inadequately furnished labs. The case study's conclusions highlight the pressing need for more funding for school infrastructure in order to give children the tools they require for academic success. The objective of providing high-quality education to everyone will not be achieved unless the government, school administrators, and the community make concerted efforts to solve these issues.

## **Recommendations**

### **General recommendations**

To assist the construction and upkeep of universities facilities across the country, the government should increase funding for the education sector. To enable NGOs and private groups to provide funds and experience for enhancing school infrastructure, public-private partnerships ought to be promoted. To guarantee responsibility in the use of resources and to routinely evaluate the state of educational facilities, a strong monitoring and evaluation system should be put in place. Involving parents, local authorities, and stakeholders in the upkeep and protection of school property is a good way to encourage community involvement.

### **Specific recommendations**

To improve the learning environment for children, the school administration should give priority to renovating the deteriorated classrooms, broken furniture, and damaged restrooms. The school should work to ensure a steady supply of electricity, particularly to facilitate the use of ICT tools and scientific lab equipment. To improve the efficacy of teaching and learning, all classrooms should have enough teaching aids, including projectors, charts, textbooks, and other educational materials. To encourage academic achievement and experiential learning, the school library and labs should be properly furnished with up-to-date literature, scientific resources, and educational aids.

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