



Infrastructure Facilities Academic staff Job Performance and Students Academic Performance in Tertiary Institutions in Nigeria

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ABSTRACT

This paper examined the impact of infrastructure facilities on academic staff job performance and students academic performance in tertiary institutions in Nigeria. This study is a review paper. Depending on secondary data that were collected from online and print publications. The paper ascertained that infrastructure facilities has significant relationship between infrastructure facilities and academic staff job performance and students' academic performance in tertiary institutions. Based on this, the paper recommended increment in funding of tertiary institutions for the development of infrastructure facilities. Adequate financial support is essential to enable institutional managers to provide the necessary infrastructure facilities. Government should increase funding to ensure that tertiary institutions have access to adequate funds to address existing gaps and implement necessary upgrades to enhance the working environment for academic staff.

INTRODUCTION

Infrastructure facilities is vital to the development of educational institutions. It is critical for implementation of educational programme. Ogunode (2020) viewed infrastructural facilities as those facilities aiding the delivery of academic and non-academic services in educational institutions. Infrastructural facilities include; libraries, laboratories, halls, offices, administrative blocks, hostels, road facilities, water, electricity, internet etc. The availability of infrastructural facilities in adequate quantities will support the effective administration of educational institutions and the inadequacies will prevent the effective administration of educational institutions. The importance of infrastructural facilities in educational institutions include; it aids effective delivery of administrative functions in schools; It makes the delivery of services fast and reliable; It enables teachers to deliver lessons fast; Infrastructural facilities provide a conducive working environment for both teachers and students; Infrastructural facilities enable learners to learn at ease and learn well; and infrastructural facilities enable the teachers to teach well, prepare their lessons, and deliver them online (ICT).

Ehiametalor (2001) described infrastructure as the operational inputs of every instructional programme and constitutes elements that are necessary for teaching and learning. Such include buildings, laboratories, machinery, furniture and electrical fixtures. Osagie (2003) maintained that infrastructure represents the aesthetic picture of the school conveyed by the position of structures in relation to one another. It also represents the empirical relevance of the totality of the school environment for the realization of the school business (teaching/learning). He asserted in specific terms that school plant is made up of landscape, trees, lawns, hedges, and accompanying paths, playgrounds, buildings, security facilities and utilities. However, a well-equipped and well-maintained physical plant can make learning a more pleasant experience and discourage early drop-outs. It can as well attract better quality teachers. (Ogunode & Agwor 2021). The importance of school infrastructural facilities in

the realization of educational goals cannot be underestimated. School facilities aid the delivery of the teaching and learning process in the schools. The school offices provide a conducive working environment for teachers, the classrooms help the learners to learn while the school fence protects students, the teachers, and school administrators from criminals. The school plant protects the entire human resources from the sun, rain, heat cold, and snow (Ogunode & Agwor (2021). Infrastructural facilities is an educational resources that is needed by all the stakeholders in the management of tertiary institutions especially the academic staff job performance and students' academic performance. Based on this, this paper examines the impact of infrastructure facilities, academic staff job performance and students' academic performance in tertiary institutions in Nigeria.

Academic Staff Job Performance

Performance is defined by Fogaça et al., (2018) as employees' behaviour at work. An employee's performance is individual because each employee has different levels of ability to perform their duties. Individual performance can be seen and measured if a person or group of employees can meet the success standards set by the company. Job performance is the result of individual or group work that shows the level of achievement of job qualifications in organizations that aim to meet organizational goals (Al- Omari & Okasheh, 2017). Ogunode, Salman and Ayoko, (2023) viewed job performance of academic staff as all non-teaching services done at a particular time. The job performance of academic staff matters in tertiary institutions because without their services the academic staff cannot go far in the attainment of teaching, researching and provision of community services. Academic performance is defined by Ofoegbu and Alonge (2016) as effective teaching and learning that is anchored on developmental resources with a high impact community service, creativity, and innovativeness. He also submitted that academic staff performance could be measured by the acquisition of self-independent economic skills by graduates of universities.

Ziegler (2005) conceptualized academic performance as action with effective teaching staff which is consistently observed as a superior achievement in an education setting. According to Andy, Emmanuel and Obabuike (2020), academic performance is a tool to helping the society in offering solution to problem with a view to enhancing societal well-being. In this research, academic staff performance is measured with productivity. Ogunode and Eimuhi, (2023) defined Academic staff job performance as constituting all activities and functions it is expected of an academic to execute within a specific time. It has to do with the abilities of the academic to fulfil his/her duties in the institutions. Academic staff job performance means assigned responsibilities and functions given to an academic staff to actualize the aims and objectives of the institutions and the decree execution or accomplishment. Ogunode and Akpakwu (2023) viewed academic staff job performance as the measuring of a specific and general tasks given to faculty in an institutions and they are expected to carry them out within a specific timeline.

Students' Academic Performance

Ogunode & Josiah, (2023) defined academic performance of students as the total learning outcome of the students in the educational institutions which includes the knowledge, social and communication skills and ideas acquired and retained through their course of study. Academic performance refers to all organized educational program and knowledge a learner or student achieves or acquires in the school environment as a result of academic activities. Abdul (2002) considered academic performance as the students' level of attainment in the grade point average of courses offered in their yearly examination. In other words, it is the outcome of students' assessment through comprehensive, systematic, diagnostic, progressive, formative, summative and cumulative evaluation of what they had gone through in a school setting. It is the main focus in the overall educational performance. Academic performance can also be

viewed by Ogunode et al (2023) as the achievement of an organized curriculum, development of skills and acquisition of knowledge that can make the learner useful in society. For Ogunsaju (2004), student academic performance has been a major determinant of schools' effectiveness. Academic performance is the total knowledge, skills and behavior a student or learner acquires or gains from an organized test or examinations in educational institutions. Ogunode and Edet (2023a) and Ogunode, Ukozor & Agbo (2024) noted that students' academic performance is the totality of student's achievement in the academic work in the school. Students' academic performance is the academic achievement of a students in a given school. Students' academic performance is the total sum of student's cognitive, affective and psychomotor achievement in the school. Many factors determine students' academic performance in school. The availability of instructional materials, teaching methods and teachers.

Impact of Infrastructure facilities on academic staff job performance and students' academic performance

Impact of Infrastructure facilities on academic staff job performance

Infrastructure facilities aid implementation of curriculum and assisted academic staff to execute their functions in the various institutions. Ogunode, and Jegede (2021) noted that the facilities needed to foster effective learning in an educational institution include adequate power and water supply, good communication systems, improved transportation systems, adequate classrooms, libraries, laboratories, furniture items, and sporting equipment. The quality of infrastructure has a strong influence on the academic staff job performance and academic standard, which is an index of quality assurance in the school. Urdu and Kneed (2014) reported that TETFund intervention in government owned tertiary institutions in Nigeria has positively affected the development of physical infrastructure which transformed to better job performance among academic and non-academic staff. Olasupo, (2017) carried out a study that investigated the influence of infrastructural facilities on research

output of academic staff of University of Ibadan, Nigeria. Babatunde & Ekundayo (2022) did a study that investigated the relationship between institutional factors and academic staff job performance in Southwest, Nigeria. The study revealed that level of academic staff job performance was high in public universities in Southwest, Nigeria. It also revealed that status of institutional factors was favourable. Institutional factors variables such as physical facilities and staff workload largely determined academic staff job performance in public Universities in southwest, Nigeria. Subair (2011, 2008); Nwagwu and Osagie concluded that availability of adequate school buildings, classrooms, chairs and tables, laboratory, library and other physical structures are necessary for the accomplishment of any educational goals and objectives and to put the Nigerian universities in a better position to face the challenges of global competition.

Impact of Infrastructure facilities on students' academic performance

There is relationship between availability of infrastructural facilities and students' academic performance in schools. A study by Fagbohunka (2017) that underscores the infrastructural facility and the student's academic performance in Adekunle Ajasin University, Akungba Akoko, Ondo State, Nigeria. The paper has found out a positive relationship between the student's academic performance, power supply and health facilities. However, the internet facilities and transportation facilities were not adequate, whereas water supply was adequate. A test of the impact of infrastructural facility on the student's academic performance, using a Chi Square statistical technique revealed a significant value of 177.1 at 0.05 % level. Also, Ogunode et al (2023a) established positive relationship between students' academic staff and adequate infrastructure facilities in educational institutions. Inadequate infrastructure facilities also affects the academic performance of students across school in Nigeria. Muhammed (2016); Ojo, (2020) and Ogunode and Ibrahim. (2024) ascertained that infrastructure facilities is critical to the attainment of education goals and it

aids both students and teachers to study well and carry out teaching functions in the schools.

DISCUSSION OF FINDINGS

This paper revealed that infrastructure facilities has significant relationship between effective academic staff job performance and students' academic performance in tertiary institutions in Nigeria. Arogundade (2008) and Sadiku (2017) who found that work environment components such as physical facilities influence the job performance of academic staff in the universities. The finding of this study also confirmed the observation of Ajayi, Awosusi, Arogundade, and Ekundayo (2011) that the work environment of academic staff in Southwest Nigeria universities had a significant relationship with their job performance. Oyewole, Arogundade and Sadiku (2019) concluded that the morale of academic staff gets more enhanced with the provision of conducive offices with adequate facilities such as lecture rooms, lecture theatres, and serene academic environment that could facilitate job performance. The work environment and provision of instructional facilities significantly influence the job performance of academic staff in Nigerian universities. If the university system should effectively maintain standard and quality in their output, adequate attention should be paid by the universities management to the work environment and the provision of instructional materials for effective teaching and learning process in the universities.

CONCLUSION AND RECOMMENDATIONS

This paper examined the impact of infrastructure facilities on academic staff job performance and students' academic performance in tertiary institutions in Nigeria. The paper ascertained that infrastructure facilities has significant relationship between infrastructure facilities and academic staff job performance and students' academic performance in tertiary institutions.

Based on this, the paper recommended increment in funding of tertiary institutions for the development of infrastructure facilities. Adequate financial support is essential to enable institutional managers to provide the necessary infrastructure facilities. Government should increase funding to ensure that tertiary institutions have access to adequate funds to address existing gaps and implement necessary upgrades to enhance the working environment for academic staff.

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