



Impact of Infrastructure Facilities on Academic Staff Job Performance in Tertiary Institutions in Nigeria

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Abstract: The research paper is a comprehensive review that examines the influence of infrastructure facilities on the job performance of academic staff in Nigerian tertiary institutions. The study utilized secondary data obtained from both online publications and print materials. The findings reveal a significant correlation between infrastructure facilities and the job performance of academic staff in Nigeria. Essential facilities such as lecture rooms, electronic libraries, laboratories, lecturer offices, ICT facilities, internet services, electricity, and water play a crucial role in supporting academic staff in fulfilling their responsibilities. In light of these results, the paper advocates for increased government funding for tertiary institutions, emphasizing the importance of such financial support to enable institution managers to adequately provide essential infrastructure.

Keywords: Academic staff, infrastructure Facilities, Job performance, Tertiary institutions.

Introduction

Tertiary education, encompassing a diverse array of higher learning institutions, extends beyond universities to include various organizational structures. These institutions may be integrated within a university setting or exist independently, such as universities and other tertiary learning institutions (Alemu, 2018). The National Policy on Education (2013) defines tertiary education as the educational phase following Post Basic Education. It encompasses institutions like universities, Inter-University Centres (e.g., Nigeria French Language Village, Nigeria Arabic Language Village), Innovation Enterprise Institutions (IEIs), Colleges of Education, Monotechnics, Polytechnics, and specialized entities like Colleges of Agriculture, Schools of Health and Technology, and the National Teachers' Institutes (NTI). Serving as the ultimate stage of education, tertiary education plays a pivotal role in fostering the development of manpower for a country's social, economic, and technological progress. It is a well-organized educational sector dedicated to intensive teaching, research, and community service (Akin-Ibidiran, Ogunode & Ibidiran John, 2022). According to the British perspective, a university is an institution empowered to confer its own degrees and holds a prominent position in research (Allen, 1988).

Tertiary institutions, functioning as microcosms within the broader society, are purposefully structured for teaching programs, research endeavors, and community service. They represent an organized subset of the larger society, comprising diverse individuals with varying cultures, lifestyles, and values (Ogunode & Odo, 2023). Tertiary education, synonymous with higher education, constitutes the university as a subset within its scope. Nevertheless, in certain contexts, the terms higher education and university are used interchangeably (Assié-Lumumba, 2005).

Modern higher education is defined as an organized tertiary learning and training activities and institutions that include conventional universities such as arts, humanities, and science faculties and more specialized university institutions in agriculture, engineering, science, and technology (Alemu 2018). The concept of higher education also includes such post-secondary institutions like polytechnics, colleges of education, and “*grandes école*.” Under the umbrella of higher education come all forms of professional institutions. Even this wide spectrum does not exhaust the possibilities of forms of higher education (Assié-Lumumba, 2005). Ogunode, Edinoh & Okolie (2023) conceptualized tertiary education as a planned and organized educational system designed for the total development of man/woman and for the total transformation of the society through the utilization of teaching, research and provision of community service. Tertiary education is post basic and secondary school education that embraces advanced teaching, research and community service. Tertiary education is an advanced educational system meant for human capital development through teaching, research and provision of community service. Tertiary education is the third tiers of education that is designed for the production of skilled and professionals for the socio-economic and technology advancement.

The goals of tertiary education according to the FGN National Policy on Education (2013), shall be to: contribute to national development through high level manpower training; provide accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interests of all Nigerians; provide high quality career counseling and lifelong learning program that prepare students with the knowledge and skills for self-reliance and the world of work; reduce skill shortages through the production of skilled manpower relevant to the needs of the labor market; promote and encourage scholarship, entrepreneurship and community service; forge and cement national unity; and promote national and international understanding and interaction.

The realization of goals of tertiary education depends on availability of quality and adequate human and materials resources. The human resources refers to the non-academic staff and academic staff which materials resources includes infrastructure facilities, and instructional resources. Adams, Zubair, and Olatunde-Aiyedun (2022) posited that both infrastructure facilities and academic staff are critical to the success of the tertiary institutions. The assertion made by Adams, Zubair, and Olatunde-Aiyedun underscores the interconnectedness of these resources in shaping the success of tertiary institutions. A balance between quality academic staff and adequate infrastructure facilities is essential for creating an environment conducive to learning, research, and overall institutional excellence. In essence, the synergy between human and material resources is pivotal in realizing the goals and fulfilling the mission of tertiary education.

Babatunde, and Ekundayo (2022) asserted that it appears that one of the most significant factors that hinder lecturers’ job performance is physical facilities. Physical facilities are a plethora of resources that aid the teaching and learning process. These include a fully equipped library with up-to-date books and online resources, advanced computerized laboratories, high-speed internet, teaching aids, and international journal subscriptions. It cannot be overstated how critical it is to have physical facilities available to ensure high job performance. Academic staff require a variety of facilities and training to conduct their daily activities effectively, including offices, teaching materials, lecture theatres, laboratories, libraries, and attending international seminars, workshops and conferences. It is based on this that the paper aimed to discuss impact of infrastructure facilities on academics staff job performance in tertiary institutions in Nigeria.

Literature Review

Academic Staff

Academic staff as the name implies are professional that handles the teaching, research programme of the higher institutions and also perform other academic services. The role of academic staff in the development of higher institutions cannot be underestimated because the academic staff are the implementer of the instruction in the educational institutions (Ogunode, Jegede & Abubakar, 2020). Ogunode and Adamu (2021) defined Academic staff as the teaching staff in the higher institutions. Academic staff are the implementer of the school curriculum and lecture presenter. Academic staff

are the teachers and deliver of instruction in the higher institutions. Ogunode, et al (2020) noted that Academic staff are professional personnel in charge of teaching or lecturing in the higher institutions. The Academic staff members are the teaching staff of the tertiary institutions. They are called lecturers. They are involved in three major functions in the institutions which are teaching and researching and community services. The academic staff are categorized into Graduate Assistant, Assistant Lecturer, Lecturer II, Lecturer I, senior Lecturer, Associate professor/Reader and Professors. Academic staff are critical factors in the higher education goals attainment. Without them, the goals of higher education in the country cannot be achieved. Teachers are the main determinant of quality education; if they are apathetic, uncommitted, uninspired, lazy, unmotivated, immoral, anti-social, the whole nation is doomed. If they are ignorant in their disciplines and impart wrong information, they are not only useless but dangerous. The kind of teachers trained and posted to the schools may well determine what the next generation will be ((NERC, 1980) From above, academic staff can be seen as professionals working in the tertiary institutions with focus on teaching, research and community services.

The main duties and responsibilities of academic staff in the higher institutions include: a. To teach at undergraduate and graduate level in areas allocated by the Head of Department and reviewed from time to time by the Head of Department; To carry out research and produce publications, or other research outputs, in line with personal objectives agreed in the Staff review process; To obtain research funding support; To engage with the broader scholarly and professional communities; To supervise or assist with supervision of undergraduate, taught graduate (Masters) or research graduate (MPhil/PhD) students; To contribute to the development, planning and implementation of a high quality curriculum; and To assist in the development of learning materials, preparing schemes of work and maintaining records to monitor student progress, achievement and attendance (Ogunode, Jegede & Abubakar, 2020). Su and Wood (2012) concluded in their study that academic staff in the universities are under increasing pressure to perform a broader range of tasks concurrently. For example, in addition to increased teaching, they are expected to perform additional administrative tasks and publish more to meet research excellence targets.

Academic Staff job Performance

Academic staff job performance is the total performance of teaching, researching and community services responsibilities an academic staff has carried out and still carrying out in the institutions where he or she work at a particular time. Academic staff job performance it is the general record of tasks carried out by an academic staff to be compare to the assigned responsibilities and functions given to them. Academic staff job performance means an 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, et al 2023). Ziegler (2005) viewed academic performance with particularly effective action by a teaching staff which is consistently observed as a superior achievement in an education setting. According to Andy, Emmanuel & 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.

Simon (2002) conceptualized academic performance from a societal stand point. The author proved this point through his work by examining strong link between academic staff performance and the quality of society. Academic staff job performance as a function of excellence leadership on the part of the university management. Achieving both individual and organization excellence is a pathway through which the society and members therein accomplish their goals (Simon 2002). 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. It was further argued that the concept relates to both practical and theoretical knowledge acquired in key professions and/or industries, including high moral discipline by both staff and students of tertiary institutions (Ofoegbu & Alonge, 2016). Ericsson (2002) advocated for the inclusion of certain standards, and that academic performance should be positioned as a social movement through with societal values

are upheld and communicated. From, the above Academic staff job performance can also be seen 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. Academic staff job performance constitutes 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 fulfill his/her duties in the institutions.

Drawing parallels to the referenced work by Ogunode, ThankGod, and Olatunde-Aiyedun (2022), which explores the impact of supervision on teachers' job performance in secondary schools in Nigeria, the importance of effective supervision in enhancing job performance becomes evident. Similarly, in tertiary institutions, the role of supervision, mentorship, and institutional support is critical in fostering an environment conducive to optimal academic staff performance and productivity. It is within this context that the examination of infrastructure facilities and their impact on academic staff job performance gains significance, as it directly influences the overall productivity and effectiveness of academic staff in tertiary education settings.

In the realm of this research, academic staff performance is specifically measured through the lens of productivity. This approach aligns with contemporary views on the efficacy of academic staff in delivering tangible outcomes that contribute to the advancement of knowledge, student development, and societal progress.

Infrastructure Facilities

According to Lawinsider (2020), infrastructure facilities are defined as any works, structures, or improvements on land or water, excluding Ancillary Project Area Infrastructure. These facilities, whether directly or indirectly, provide services or other benefits to: (a) the general public; or (b) the Island community. This includes (c) offices, depots, and staff housing for or on behalf of the Commonwealth of Australia, the State, any local government, statutory authority, or government-owned corporation; (d) electricity generation, distribution, or transmission facilities; (e) public education facilities; (f) public health facilities; (g) police facilities; (h) emergency facilities; (i) transport facilities (such as pedestrian paths, cycleways, transfer facilities, freight storage and logistics areas, bus stops and layovers, ferry stops, taxi stops); (j) sewage pump stations and sewerage treatment facilities; (k) solid waste transfer and treatment facilities; (l) water supply pump stations, raw water storage, clear water storage, dams, weirs, bore field infrastructure; (m) items listed in section 24KA(2) of the Native Title Act to the extent that they are not Ancillary Project Area Infrastructure; and (n) any IBIS Store. However, this definition excludes (o) Social Housing.

The study conducted by Ogunode, Jegede, Olamoyegun, Akinjobi, and Olatunde-Aiyedun (2022) sheds light on the effects of project (infrastructure facilities) abandonment in public tertiary education in Nigeria and proposes potential solutions. However, the abandonment of projects in public tertiary education poses significant challenges. The study by Ogunode et al. (2023) underscores the importance of addressing project abandonment in the context of public tertiary education in Nigeria. Abandoned projects can result in wasted resources, negatively impacting the quality of education and the well-being of the academic community. This aligns with the broader definition of academic staff job performance, as discussed earlier, where the availability of quality infrastructure directly influences the productivity of academic staff.

Osagie (2003) opines 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. 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. These must be functional in relation to other aspects of the community, such as health centres, libraries, and good roads and must be large enough to allow

for expansion as enrolments expand. From the above, infrastructure facilities can be viewed in this paper as those materials resources for supporting implementation of service delivery in any institutions. Specifically, in the tertiary institutions, infrastructure facilities are facilities designed for assisting implementation of teaching, research and community services.

The importance of infrastructural facilities in educational institutions according to Ogunode & Agwor (2021) 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; infrastructural facilities enable the teachers to teach well, prepare their lessons, and deliver them online (ICT). 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).

Analysis of Data

Secondary data on impact of infrastructure facilities on academic staff job performance were analyzed in this section to give direction to this study. Aina & Olorunsola (2023) assessed TETFund interventions and academic staff job performance in public universities in Southwest, Nigeria. This was by considering the provision, adequacy and accessibility to physical infrastructure and instructional material by academic staff in public universities. The results revealed that there was a positive, high and significant relationship between physical infrastructure, instructional materials and academic staff job performance. The study concluded that, though TETFund might not have been able to meet all the needs of academic staff, it has to a very high extent positively improved their job performance in terms of physical infrastructures and instructional materials.

Babatunde & Ekundayo (2022) did a study that investigated the relationship between institutional factors and academic staff job performance in Southwest, Nigeria. The study examined the level of academic staff job performance in public universities. The study also examined the extent to which the institutional factors are favourable in the Universities. The study specifically examined relationship between institutional factors such as physical facilities and staff workload. 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.

Olasupo, (2017) carried out a study that investigated the influence of infrastructural facilities on research output of academic staff of University of Ibadan, Nigeria. The finding showed that there was no significant relationship between internet facilities ($r = - 0.158, P < 0.05$); availability of office furniture ($r = 0.009, p > 0.05$) and lecturers' research output. 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.

Arogundade (2009) investigated the association between the work environment and academic staff performance in universities in Southwest Nigeria. The study studied the association between a few selected work environment components and academic staff performance in institutions. The study discovered that academic staff performance was highly connected to physical facility provision. Poor working conditions can have a negative impact on academic staff, resulting in absenteeism, decreased effort, decreased effectiveness in the classroom, low morale, decreased job satisfaction and decreased motivation. 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. Also, Ekundayo (2008) alluded that most of the infrastructural projects being undertaken to meet the increasing number of students have been abandoned due to dearth of finances and inadequate TETFund intervention. He concluded that inadequate physical infrastructure is negatively impacting academic staff job performance.

Ogunode, & Jegede (2021) asserted 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. Atobauka & Ogunode (2021) observed that inadequate infrastructural facilities is another major factor responsible for poor job performance of academic staff and non-academic staff. Noun (2009) observed that there are other administrative problems associated with shortage of classroom. These include uncondusive teaching-learning process, difficulty in individualizing instruction by the teachers and encouragement of abnormal behaviour from the learners and above all, misplacement of school objectives could be a repercussion. The office accommodation is inadequate in all tertiary institutions. About three to four lecturers share offices in some of the institutions (some of which are prefabricated buildings). The offices are not comfortable, and hence hinder effective performance of staff, especially the teaching (academic) staff (Atobauka & Ogunode 2021).

Furthermore, the roles played by infrastructure facilities in facilitating job performance, enhancing student academic performance, and fostering the delivery of quality education within tertiary institutions have been consistently emphasized by various scholars. Tunde and Issa (2013), Okoli, Ogbondah, and Ewor (2016), Ebehikhalu and Dawam (2016), Ukozor and Ogunode (2022), Ogunode (2013), Ogunode and Ukozor (2023), Ogunode, Edinoh, and Nwafor (2023), as well as Ogunode and Ajayi (2023) all arrived at the consensus that the significance of infrastructure facilities cannot be underestimated in these crucial aspects of the academic environment. These scholars collectively underscore the pivotal role of infrastructure in creating an enabling environment for both academic staff and students. The impact spans across various dimensions, encompassing the facilitation of effective teaching and research by academic staff, the creation of conducive spaces for learning, and the overall enhancement of the educational experience. The consensus among these researchers reflects a shared understanding of the multifaceted contributions that infrastructure facilities make to the success and quality of education in tertiary institutions.

The paper revealed that infrastructure facilities has impact on job performance of academic staff in Nigeria. This result collaborates with the finding of Owuamanam (2005) who found that availability of facilities such as office space, furniture etc enhance the integrity of academic activities and productivity level of academic staff. Also, Oyedeji (2012) affirmed that there is a close significant relationship between the infrastructural development and goals achievement variables of the tertiary institutions like; research publications, students' academic performance, lecturers job performance, school discipline and community services.

Conclusion and Recommendations

Conclusion:

In conclusion, this research has conclusively established the significant impact of infrastructure facilities on the job performance of academic staff in Nigeria's tertiary institutions. The presence of essential facilities such as lecture rooms, electronic libraries, laboratories, lecturer offices, ICT facilities, internet services, electricity, and water has been identified as instrumental in facilitating the execution of academic staff functions. The positive correlation between the availability of these infrastructure components and enhanced job performance underscores the crucial role that a well-equipped and supportive physical environment plays in fostering a conducive atmosphere for teaching, research, and other academic duties. The empirical evidence presented in this study strongly supports the notion that investments in infrastructure directly contribute to the overall effectiveness and efficiency of academic staff members. As such, recognizing and addressing the

infrastructure needs of tertiary institutions is essential for optimizing the educational experience for both academic staff and students.

Recommendations:

Based on the findings, several recommendations are put forth to address the identified needs and enhance the quality of infrastructure in tertiary institutions:

1. **Increase Government Funding:** The paper strongly recommends an increase in government funding for tertiary institutions. Adequate financial support is essential to enable institutional managers to provide the necessary infrastructure facilities. Governmental commitment to increased funding will ensure that tertiary institutions can address existing gaps and implement necessary upgrades to enhance the working environment for academic staff.
2. **Strategic Allocation of Resources:** It is recommended that funds allocated for infrastructure development be strategically managed to prioritize critical areas such as lecture rooms, electronic libraries, laboratories, lecturer offices, and ICT facilities. This targeted approach ensures that resources are directed to the areas that have the most direct impact on academic staff job performance.
3. **Periodic Infrastructure Assessments:** Institutional managers should conduct regular assessments of existing infrastructure to identify areas that require maintenance, upgrades, or new investments. This proactive approach will help institutions stay ahead of potential challenges and ensure that facilities remain in optimal condition to support academic activities.
4. **Collaboration with Stakeholders:** Collaboration between government bodies, academic institutions, and relevant stakeholders is crucial. Engaging in dialogue and partnerships can facilitate the development and implementation of effective strategies for infrastructure improvement. This collaborative effort ensures that diverse perspectives and expertise contribute to comprehensive and sustainable solutions.

In summary, the recommendations underscore the importance of sustained financial support, strategic resource allocation, regular assessments, and collaborative efforts to address infrastructure challenges in tertiary institutions. By implementing these recommendations, stakeholders can contribute to creating an environment that empowers academic staff, ultimately fostering a higher quality of education in Nigeria's tertiary institutions.

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