

Lecturers' Task Accomplishment in Nigerian Universities: Issue of Physical Facilities Availability

Dr, Okon, Effionwan Effiom & Duke Isaac Joseph

Department of Educational Management

University of Calabar, Nigeria

Effionwanokon@gmail.com/ dukeisaac55@gmail.com

Abstract

This study investigated the influence of physical facilities availability on lecturers' task accomplishment in public universities of Calabar Metropolis, Cross River State - Nigeria. Additionally, issues associated with physical resources availability in Nigerian universities was discussed, and actionable remedies provided. The survey research design was adopted, and a sample of 577 lecturers selected as respondents from departments of the two public universities of the study area through proportional randomization. Data was collected using questionnaire while one-way analysis of variance and Fisher's least significant difference used for data analysis. Findings of the study indicated that physical facilities availability significantly influence lecturers' task accomplishment in the aspects of teaching, research and community services. It was concluded that lecturers accomplish their tasks of teaching, research and community service in direct proportion to physical facilities available to them. This meant that lecturers with higher physical facilities availability outperformed those with moderate or low facilities availability. Hence, it was recommended among other things that: Government should proactively fund, upgrade and structure academic infrastructure in universities to meet global best practices and lecturers' needs; university authorities should evolve user-focused policies to curb misuse, over-use and vandalization of facilities to avoid accelerated deterioration and the need for frequent replacements.

Keywords: Accomplishment, Culture, Facilities, Resolving, Task

Introduction

University lecturers in Nigeria teach, research and do community service under severe challenges and difficulties. Many struggle under the weight of managing unusually large student-to-teacher ratios, endure prevailing inflationary trends and some have resorted to moonlighting: the practice of hustling for a secondary job done mostly in the evenings and weekends in addition to main job. Despite these, many are proud and aware of their professional ethics and the duties of modelling specialist mindset to students and imparting experiences to enrich and stimulate their capacity to embrace lifelong learning and other life opportunities. Doing this successfully requires accessibility to environmental enrichments and physical resources which facilitate effective and productive task completion. Consequently, classroom facilities, laboratories, technical workshop, well equipped office space, among other facilities according to Ofor-Douglas (2025), Ofuani and Okoh (2025) Amadi and

Ezeugo(2019) represent minimum environmental enrichments and physical setting where lecturers can carry out their work effectively.

Lecturers or academic staff are people who teach in tertiary institutions, and in Nigeria are saddled with three important core tasks, which according to Ukpabio, *et al* (2023) are teaching, research and community services (Okon, *et al* 2024; Roland, 2023; Ukpabio, & Aniah 2022; Ukpabio, *et al* 2019). Roland (2023) expatiates more on lecturers' teaching responsibility to cover planning of teaching including seminars, lectures, tutorials, preparation of teaching/learning materials and others. According to the source, lecturers also engage students by meeting them individually to discuss academic progress, checking and assessing students' academic work. In the area of research, lecturers connect with relevant areas of academic interest where they pursue specialty through publications and conference attendances according to Ukpabio, *et al* (2023). The community service component of lecturers' task as contained in British University in Dubai (2023), is built on the expectation that lecturers as university members of staff should contribute to sustainable development of the university and catchment community through application of their expertise in various ways like consulting, public speaking, training, service to voluntary organisations and government bodies; attending conferences, serving in public fora, participation in boards and councils and other functions within and outside of the university system. For community service, the lecturer can volunteer or be appointed to render services that do not attract remuneration but add value to the - university community. Task performance in these contexts are the skillful discharge of official duties of teaching, service to the community and research by lecturers.

Physical resources in universities include staff offices, lecture rooms, workshops, laboratories, libraries, parking facilities and others. Akinsanya in Derese and Marisennayya (2022) stated that teaching-learning is more effective when handled utilizing physical educational materials. The poor performance of education is linked to inadequate school physical materials, facilities and shortage of textbooks and reference materials, among the significant factors. Teachers Institute (2023) assert that physical resources have a foundational role in the educational clime, and are the tangible assets which support the intangible mechanism of learning. Thus, "a well-maintained, thoughtfully designed educational infrastructure can have a profound impact on student engagement, teacher performance, and overall learning outcomes". As further observed by Teachers Institute (2023), despite the clear benefits of physical resources availability, schools often face challenges such as budget constraints, aging infrastructure, and rapidly changing technology which eventually makes lecturers' job accomplishment more cumbersome. (Ofor-Douglas (2025), Ofuani and Okoh (2025) and Amadi and Ezeugo 2019)

The existence of dilapidated, decaying and empty buildings in some public and private universities in Nigeria, despite the best regulatory efforts of National Universities Commission {NUC} and affiliate bodies negate the research-confirmed conclusion that physical infrastructure are the strongest predictors of lecturers' teaching effectiveness, research productivity, and community service delivery which are lecturers' core professional responsibilities. The persistence of threats of strike, warning strikes, indefinite strikes, demonstrations and solidarity rallies by Academic Staff Union (ASUU) of universities which often interfere with lecturers' task accomplishment indicate that all is not still well with lecturers in our universities and the performance of their tasks. This study is an attempt to establish the connection between these two variables in the current context.

Issues Associated with Physical Resources Availability in Nigerian Universities and Actionable Remedies to resolve them

Having established the fact of the connection between physical facilities and lecturers' job accomplishment in Nigerian universities, there are issues that are observed to arise as intervening variable on the availability of physical facilities in universities. Extant literature often identifies under-funding, and poor maintenance culture as the culprits in availability of physical facilities in universities (Akinwale, Olaolu, & Sunday, 2025; Islam & Şahin 2025)

Management and Maintenance Culture issues

Poor Management and Maintenance Culture has often been fingered as a perennial issue in availability of physical resources in Nigerian universities. This, according to Akinwale, Olaolu, and Sunday (2025) and Islam and Şahin (2025) result in existing dilapidated structures which often rapidly lose their aesthetic values and functionality in the absence of systematic preventive maintenance. Oguntimehin and Oluwole (2026) observed that rapid spike in enrollments without matching rise in infrastructural availability put much pressure on existing resources and lead to underutilized spaces, overcrowded lecture halls and operational inefficiencies.(Idehen & Edeki 2025; Ineye-Briggs 2025; Iguodala & Alonge 2023;) there is also the issue of vandalization and misuse which degrade the value of facilities and further reduce the lifespan of available educational plants.

Maintenance Culture: This expression depicts prevailing management values, attitudes and habits adopted in prioritizing regular repair and maintenance of infrastructure, property, equipment, and other objects in our organizations. The institutionalization of preventive maintenance mindset for sustainability of physical facilities in our universities is strongly advised. In advancement of this philosophy there is the demand for regular facilities audit which involves identifying maintenance priorities before occurrence of actual structural failure in institutions. According to Daniel, Ibanga and Essien (2025), the activation of this

maintenance strategy marks the transitioning from reactive unplanned repairs formula to a proactive, scheduled routine.

Enculturating and localizing school facilities fabrication in campuses: Maintenance cost of facilities is often cited as being very high and constitute a limiting factor in physical facility availability in tertiary institutions, leading to rapid infrastructure decay. Transitioning from reactive maintenance to proactive and preventive maintenance are often the suggested solutions. However, enculturation and localization of facilities fabrication in campuses is seen as an added solution, and should be encouraged

Enculturating and localizing facilities fabrication in campuses encompass designing and building infrastructure using local materials, community talent and cultural motifs. According to Ukpabio *et al* (2023) instead of mass importing standardized, mass-produced equipment and furniture, universities can improve local content of facilities for student and lecturer collaboration by producing culturally embedded facilities in campuses. This is mostly practicable in the area of instructional materials as suggested by Etop, Iboro, and Obogo (2023). The concept of developing teaching materials using local components to increase the quality of students' academic work and lecturers' task accomplishment is gaining traction. Grove (2024) envisages the integration of students into physical facilities evolution of universities by suggesting that students take ownership and become part and parcel of campus improvement projects where they plan and design campus esthetic projects, organize local labor to support and cut cost thereby gaining community input and confidence.

Additionally, the participation of students and lecturers in campus fabrication of facilities like teaching aids and other physical equipment do not only support classroom learning, they also serve as incubators for ideas and entrepreneurship. The core benefits of enculturating and localizing school facilities fabrication in campuses are cost efficiency implying lower import duties and cultural relevance as a result of aligning campus architecture with community heritage. Additionally, enculturating and localizing facilities fabrication in campuses will likely help in solving expensive maintenance cost because some of the repairs will be made using readily available local materials and skills acquisition through hands-on training will be provided for local artisans, students and lecturers

Funding Issues and Physical Facilities in Nigerian Universities

Funding Nigerian universities has been observed by many to be inadequate, hence leading to severe infrastructural decay according to Ofuani and Okoh (2025), facility shortages and financial constraints in universities. This under-funding is said to be responsible for overcrowding in lecture halls, abandoned capital projects, obsolete laboratory equipment and poor maintenance of essential utilities. These are said to severely degrade the quality of

teaching, research and community service in Nigerian universities. The issue of underfunding of universities brings about the ripple effects of strike actions, inadequate academic staff, leadership crisis, corruption, inadequate infrastructural facilities, poor planning brain drain and others (Ogunba & Adedeji2020; Akinyele & Olutoye 2019). many scholars have blamed some of the funding constraints in universities to over-dependence on government for funding despite government not observing the United Nations' financial benchmark recommendation of developing countries devoting 26% of their GDP to education.

Funding Issue Remedies: Douglas (2022) blamed the poor state of facilities on poor maintenance culture, while Ayoko, Peter and Jegede (2023) insist governments' inability to meet the funding threshold in universities is as a result of defaulting in the (26%) minimum percentage of budgetary allocation for education as prescribed by UNESCO. Furthermore, the establishment of active and transparent endowment funds for engagement of alumni to adopt physical projects are encouraged. Universities must aggressively patent and commercialize research breakthroughs and partner with private industries for venture capital and for startup funds and other needs. The aggressive pursuit of the Education Trust Fund (ETF) act of 1993, now renamed the Tertiary Education Trust Fund (TETund), which imposes two percent (2%) Education Tax on profit of registered companies in Nigeria for financing tertiary education is also strongly recommended. The Act was established to help fund tertiary education in the country. (Olugbenga, 2025, Odili, 2023 Bara, Muhammed, Ekaette & Rauf 2022).

Methodology

This study was carried out in Calabar metropolis of Cross River State of Nigeria comprising Calabar South and Calabar Municipality, and they play host to two public universities: the Cross River State University and University of Calabar respectively. The design adopted for this study is the survey design, chosen due to its usefulness in the assessment of physical facilities situation and how it influences academic staff task performance at the time of investigation. The population of this study comprised all lecturers in the University of Calabar (UNICAL) and University of Cross River State, Calabar. There are 3860 lecturers in the University of Calabar, and 556 in Cross River State University. The sample of the study was 577 lecturers randomly sampled from the two universities.

An author constructed questionnaire titled: Physical Facilities Availability and Lecturers' Task Accomplishment Questionnaire (PFALTAQ) was used for data generation. The instrument consisted of three sections- A, B and C. Section A carried information on demographics of respondents; section B measured Physical Facilities Availability and section C measured lecturers' task accomplishment. The sub-variables of the independent variable consisted of list of physical facilities which required respondents to indicate their availability in terms of high availability, moderate availability, low availability and not available. They were presented in form of code as: High Availability-HA, Moderate Availability-MA; Low

Availability-LA and Not Available-NA. In the coding scores, HA carried 4 marks, MA carried 3 marks; LA carried 2 marks while NA carried 1 mark. Respondents were instructed to indicate which one corresponded to their level of physical facilities availability. The dependent variable was broken into three sub-variables for reasons of measuring effect of physical facilities availability. They are: teaching, research and community service. Each of the three sub-variables of the dependent variable was measured with six items. The items were constructed on a four-point rating scale which comprised: High Influence (HI), Moderate Influence (MI), Low Influence (LI), and No Influence (NO). The positively worded sub-variables were coded and scored: HI-4, MI-3, LI-2 and NO-1, and the negatively worded questions scored thus: NO-4; LI-3; MI-2 and HI-1. Face validity of the instrument was undertaken by subjecting it to scrutiny of two experts in Measurement and Evaluation of the Faculty of Educational Foundation Studies, University of Calabar. The Cronbach Alpha Reliability test was carried out to determine the reliability of the instrument through a trial testing of 50 academic staff from University of Calabar (30) and University of Cross River University State (20). Sample for trial testing was drawn from departments that were not involved in the study. With Coefficients of above .70 normally accepted as reliable, the trial testing produced a reliability coefficient range of .87 – .90 for the independent variables, and .86 – .88 for the dependent variables. The overall coefficient of .87 was regarded as being high enough to make the instrument reliable and fit for use in the study.

Hypothesis one: Physical facilities availability does not significantly influence lecturers' task accomplishment. The independent variable is physical facilities availability which was cast in three categories of high availability, moderate availability and low availability. The dependent variable is lecturers' task accomplishment which was measured in terms of teaching, research and community services. Each of these components was classified into three levels high influence, moderate influence and low influence according to their scores with the independent variable. The variables measured continuous was categorized based on the scores obtained by the respondents. Scores in the range from 19 -24 were considered as high, scores in the range from 13 – 18 were considered as moderate, while in the range from 6-12 were considered as low.

As the independent variable is categorized into three and the three aspects of the dependent variable to be continuous, One-Way Analysis of Variance (ANOVA) was used as the statistical tool to establish the influence of physical facilities availability on lecturers' task accomplishment in the aspects of teaching, research and community services. Summaries of the results are presented in Table 1.

Table 1: Descriptive statistics and One-Way Analysis of Variance of influence of physical resource availability on academic staff task performance (N = 577)

Lecturers' task Accomplishment	Physical facilities availability	N	Mean	Std. Deviation		
Teaching	High	115	23.90	3.72		
	Moderate	363	23.35	3.20		
	Low	99	20.37	3.34		
	Total	577	22.95	3.54		
Research	High	115	24.43	4.11		
	Moderate	363	24.03	3.19		
	Low	99	22.14	3.81		
	Total	577	23.79	3.58		
Community services	High	115	24.62	3.64		
	Moderate	363	24.01	3.79		
	Low	99	21.11	3.37		
	Total	577	23.63	3.87		
Academic staff task performance	Source of variation	SS	Df	MS	F	Sig.
Teaching	Between Groups	818.758	2	409.38	36.83*	.000
	Within Groups	6380.785	574	11.12		
	Total	7199.542	576			
Research	Between Groups	336.543	2	168.27	13.74*	.000
	Within Groups	7028.809	574	12.25		
	Total	7365.352	576			
Community services	Between Groups	791.439	2	395.72	29.02*	.000
	Within Groups	7826.932	574	13.64		
	Total	8618.371	576			

*p<.05; df2&574; critical F = 3.02

Table 1 indicated that the critical F-ratio is 3.02 at .05 level of significance and degrees of freedom 2 and 574. The calculated F-ratios obtained by establishing the influence of physical facilities availability on lecturers' task accomplishment thus are: teaching, F = 36.83 (p<.05); research, F = 13.74 (p<.05); community services, F = 29.02 (p<.05). The calculated F-ratio were seen to be greater than the critical F-ratio with their obtained significant values less than .05 level of significance used in the study. The null hypothesis which stated that physical

facilities availability does not significantly influence lecturers' task accomplishment was rejected regarding the three aspects of lecturers' task accomplishment. It was therefore accepted that physical facilities availability significantly influences academic staff task performance in the aspects of teaching, research and community services.

With the obtaining of significant F-ratios, a post hoc test was conducted using Fisher's Least Significant Difference (LSD) multiple comparison. This is to ascertain between the groups where the significance occurred among the three categories of the independent variable, with pair-wise comparison. The three categories of the independent variable compared are: high physical facilities availability, moderate physical facilities availability and low physical facilities availability. The results are presented in Table 2.

Table 2: Fisher's Least Significant Difference (LSD) multiple comparison of influence of physical facilities availability on lecturers' task accomplishment

Lecturers' task Accomplishment	Physical facilities availability	High (n = 115)	Moderate (n = 363)	Low (n = 99)
Teaching	High	23.90 ^a	0.54 ^b	3.52 ^b
	Moderate	2.74 ^c	23.35 ^a	2.98 ^b
	Low	10.13 ^{*c}	8.78 ^{*c}	20.37 ^a
			msw =	11.12
Research	High	24.43 ^a	0.40 ^b	2.28 ^b
	Moderate	1.92 ^c	24.03 ^a	1.89 ^b
	Low	6.28 ^{*c}	5.31 ^{*c}	22.14 ^a
			msw =	12.25
Community services	High	24.62 ^a	0.61 ^b	3.51 ^b
	Moderate	2.84 ^c	24.01 ^a	2.89 ^b
	Low	9.16 ^{*c}	7.72 ^{*c}	21.11 ^a
			msw =	13.64

*p<.05

a. Group means are placed on the diagonal

b. Difference between the group means are placed above the diagonal

c. Fishers LSD t-value are placed below the diagonal

Table 2 showed that with teaching, the comparison of respondents to high physical facilities availability with respondents to moderate and low physical facilities availability showed the following t-values: high and moderate, $t = 2.74$ ($p > .05$); high and low, $t = 10.13$ ($p < .05$). The comparison of moderate and low yielded the t-value of 8.78 ($p < .05$). Significant difference was not observed in the comparison of high and moderate. However significant difference occurred in the comparison of high and low and the comparison of moderate and low, with positive t-values showing that the significance are in favour of the first comparison group. This showed that academic staff provided with high and moderate physical facilities availability in their school can carry out their teaching task better than those provided with low physical resource availability.

With regards to research, the comparison of respondents to high physical resource availability with respondents to moderate and low physical resource availability showed the following t-values: high and moderate, $t = 1.92$ ($p > .05$); high and low, $t = 6.28$ ($p < .05$). The comparison of moderate and low yielded the t-value of 5.31 ($p < .05$). Significant difference was not observed in the comparison of high and moderate. However significant difference occurred in the comparison of high and low and the comparison of moderate and low, with positive t-values showing that the significance are in favour of the first comparison group. This showed that academic staff provided with high and moderate physical resource availability in their school can carry out their research task better than those provided with low physical resource availability.

With regards to community services, the comparison of respondents to high physical facilities availability with respondents to moderate and low physical facilities availability showed the following t-values: high and moderate, $t = 2.84$ ($p > .05$); high and low, $t = 9.16$ ($p < .05$). The comparison of moderate and JM low yielded the t-value of 7.72 ($p < .05$). Significant difference was not observed in the comparison of high and moderate. However significant difference occurred in the comparison of high and low and the comparison of moderate and low, with positive t-values showing that the significance are in favour of the first comparison group. This showed that academic staff provided with high and moderate physical facilities availability in their school can carry out their community services task better than those provided with low physical facilities availability.

Discussions and Findings

The hypothesis focused on ascertaining the influence of physical facilities' availability on lecturers' task accomplishment in public universities of Calabar metropolis. The finding showed that physical facilities availability significantly influences lecturers' task accomplishment in the aspects of teaching, research and community services. The literature

identified physical facilities by Ofor-Douglas (2025), Ofuani and Okoh (2025) and Amadi and Ezeugo(2019) to be technical workshop, laboratories, studios and. They also covered lecture halls, infirmaries, hostels, football fields, ICT infrastructure and other facilities also called school plant. The findings of the study means that these physical facilities have direct impact of how lecturers teach, research and engage in community service. This led to the rejection of the null hypothesis and the acceptance of the alternate hypothesis which avers that physical facilities impact lecturers task accomplishment. This agrees with many research findings like that of Popoola and Atanda (2026) who explored the effect of physical facilities availability on effectiveness of teachers in secondary schools of Oyo State in Nigeria. The findings showed that physical facilities significantly influenced teachers' effectiveness. Also Idowu and Aderonke .(2025) studied the effect work environment has on performance of lecturers in 13 universities of North Central Nigeria, and the findings indicated that physical work environment is a significant determinant of job performance among academic staff in the universities of North Central Nigeria. The finding suggested that the level of physical facilities availability in public Universities in Calabar metropolis determines the level of lecturers' teaching, research and community services task accomplishment. This means that the degree to which lecturers in public universities in Calabar metropolis teach, research and engage in community service tasks are general reflection of the level of availability of: staff offices, lecture rooms, workshops, laboratory, library and parking resources availability.

However, the finding of this study contradicted the findings of Ukpabio, Ochang and Aniah (2022) who investigated the relationship between recreational resource availability and academic staff task performance in public universities of Cross River State, Nigeria. The result of that study indicated that recreational facilities availability did not significantly impact academic staff task performance in the areas of teaching and research, though it has a positive influence on community service aspect of task accomplishment. Furthermore, Akinyemi, Ajayi and Afolabi (2024) studied how physical facilities and library situation correlated with lecturers' job completion in universities of Southwest Nigerian. The findings of the study showed a significant relationship between physical facilities and academic staff job performance, but conversely showed a negative significant relationship between library situation and job performance

The explanation of the contradiction in the case of the negative relationship between recreational resource availability and academic staff task performance is suggested by Ukpabio, Ochang and Aniah (2022) as emanating from the philosophy that teachers' reward in heaven, being interpreted to mean that God will reward lecturers at the appropriate time and place and thus committed to teaching and research with or without recreational activities or facilities. Do not need the comfort of recreation.

Conclusion

Physical facilities or school plant like lecture halls, auditoria, laboratories, studios, technical workshop; hostels, campus infirmaries, football fields, ICT infrastructure, campus shuttles, internet gateways, among others, represent modern university ecosystem for cultivating and harvesting of knowledge. These facilities need to be available in the right quantity and quality for lecturers to meaningfully engage in their tasks. This research led to the conclusion that there is a clear influence of physical facilities on lecturers' task accomplishment in public universities of Calabar Metropolis. The research findings further pinpointed that lecturers in public universities accomplished their task in proportion to the facilities that were available to them to work with. Optimizing physical facilities availability for educational success demands adequate funding and proactive maintenance culture, it is a continuous process and not a one-stop task. The National Universities Commission {NUC}, other affiliated regulatory bodies and relevant stakeholders need to know that one cannot harvest where one did not sow. Raising the bar of our children's future and what they can benefit from the university system demands that we empower the lecturers who teach them by making critical physical facilities available for them to work with.

Recommendations

- 1 The Federal/State Government should proactively fund, upgrade and structure academic facilities and physical infrastructure in universities to meet global best practices and lecturers' needs to enhance the quality of instruction, research capacity and community service delivery.
- 2 The Federal/State Government should meet the 26% minimum percentage of budgetary allocation for education as prescribed by UNESCO for effectiveness in educational funding
- 3 University Governing Councils with Vice Chancellors establish active and transparent endowment funds for engagement of alumni for adoption of physical projects in university campuses.
- 4 University Governing Councils with Vice Chancellors should aggressively patent and commercialize their research breakthroughs for partnership with private industries for venture capital.
- 5 University authorities should, through Works Department, institutionalize preventive maintenance policies by carrying out inspections and regular facilities audit which involves identifying maintenance priorities before occurrence of actual structural failure in institutions.
- 6 University authorities should encourage enculturating and localizing school facilities fabrication on campuses such as laboratory accessories. desks, welding work and instructional tools for community ownership, cultural integration and as driver of

student competency, institutional autonomy, cost control strategy and general facilities availability.

- 7 University authorities in planning for facilities' acquisition and construction of capital projects should build in life-cycle costs and ensure utilization of durable and standard materials to keep maintenance overhead within reasonable managerial limits
- 8 University authorities should evolve user-focused policies to curb misuse, over-utilization, overcrowding and vandalization which may accelerate deterioration of facilities and the need for frequent replacements.

References

- Achimugu, L. & Onojah. (2017) Factors Hindering Effective Production and Utilization of Teacher-Made Instructional Materials in Teaching Senior Secondary Chemistry in Federal Capital Territory, Abuja, Nigeria. *International Journal of Scientific Research in Education*, 10, (3) 352-61.
- Akinwale, A. S.; Olaolu, Bilikisu, O.; & Sunday, E. O. (2025) "Availability of Physical Facilities and Teachers' Job Performance in Public Secondary Schools in Osun State, Nigeria," *Educational Considerations*: Vol. 50: No. 3. <https://doi.org/10.4148/0146-9282.2450>
- Ayoko, VO; Peter , T & Jegede, DO (2023) Inadequacy of Infrastructural Facilities in Public Universities in Nigeria: Causes, Effects and Solutions. *International Journal on Integrated Education*. 6, (3)36 <https://journals.researchparks.org/index.php/IJIE>
- Daniel, U. U., Ibanga, V. S. & Essien, J. S. (2025) Strategies for effective management of educational facilities in Nigerian tertiary institutions. *International Journal of Research Publication Analysis*, 01 (07) 1-16
- Derese, M. & Marisennayya, S. (2022) Physical Resource Management in Government Secondary Schools, Wolaita Zone, Southern Ethiopia." *Shanlax International Journal of Education*, 11 (1), 84–93. DOI: <https://doi.org/10.34293/education.v11i1.5176>
- Etop, E. E., Iboro, S. G., & Obogo, A. I. (2023). Influence of locally available instructional materials on biology students' academic achievement in Abak local government area of Akwa Ibom State, Nigeria. *Global Journal of Educational Research*, 22(1), 81-87. <https://dx.doi.org/10.4314/gjedr.v22i1.9>
- Ezeugbor, C. O. & Okorji, P. N. (2014) Provision and Maintenance of Physical Resources for Effective Management of Universities in South- East Zone of Nigeria. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)* 5(5): 637-642

- Grove, D. (2024) Enhancing the College Experience: The Power of Campus Beautification. <https://www.gofmx.com/blog/campus-beautification/>
- Islam, M. R., & Şahin, F. (2025). Analysis of Students' Opinions Regarding Service Quality Related to Physical Facilities of Public Universities in Bangladesh. *Higher Education Governance and Policy*, 6(1), 52-67. <https://doi.org/10.55993/hegp.1596006>
- Ofor-Douglas, S. (2025) Physical Resource Management and Maintenance Culture in Nigerian Universities. *East African Journal of Interdisciplinary Studies*, 5(1):40-49
- Ogunba, O. A., & Adedeji, S. A. (2020). "Financial Management and Project Sustainability in Nigerian Tertiary Institutions: Addressing the Challenges." *Nigerian Journal of Financial Management*, 12(2), 89-103
- Olugbenga, O. (2025) Impact of Funding Sources on Institutional Performance in Nigerian Higher Education, PREPRINT available at Research Square [https://doi.org/10.21203/rs.3.rs-7091781/v1]https://www.researchsquare.com/article/rs-7091781/v1
- Idehen, E. S., & Edeki, C. (2022). Space management and effective teaching and learning in Nigerian universities. *Journal of Educational Research and Development*, 17(1), 45-58.
- Iguodala, M., & Alonge, F. (2023). Space planning and utilisation in Nigerian universities: A critical review. *Nigerian Journal of Higher Education Management*, 8(2), 112-125.
- Ineye Briggs, A. C. (2025). Facility planning sustainability as correlates of educational productivity in public universities in Rivers State. *International Journal of Research in Education and Sustainable Development*, 5(10), 49-59.
- Ofuani, C. O. & Okoh, F. N. (2025) Facilities in Higher Education: Financing and Funding in Higher Education in Nigeria. *International Journal of Innovative Education Research* 13(4):52-61.doi:10.5281/zenodo.17298167
- Oguntimehin, A. S. & Oluwole, T. G. (2026) The Impact of Space Optimization on Facility Management in Nigerian Universities. *International Journal of Research and Innovation in Applied Science (IJRIAS) XI (IV)* 1528-1539. DOI: 10.51584/IJRIAS
- Roland, O. (2023) Lecturer (higher education): job description. <https://targetjobs.co.uk/careers-advice/job-descriptions/lecturer-higher-education-job-description>

- Teachers Institute (2023) Optimizing physical resources for educational success.
[https://teachers.institute/operational-dimensions-education/optimizing-physical-resources-education-success/Roles and responsibilities of academic staff](https://teachers.institute/operational-dimensions-education/optimizing-physical-resources-education-success/Roles%20and%20responsibilities%20of%20academic%20staff).
<https://www.buid.ac.ae/wp-content/uploads/policies>
- Ukpabio, G. E.; Ukpong, N. N., Ojong, F. E., Amalu, M.N. & Eteng, M. E. (2023) Instructional materials availability and lecturers' task performance in Nigerian universities. *Nurture*, 17, (4), 684-693.
- Ukpabio, Godfrey E.; Egwu, S. O & Onwochei, N. N. (2019) Availability of information and communication technology (ICT) resource and academic staff task performance of Universities in Cross River State of Nigeria. *Prestige Journal of Education*. 2(1) 37-48
- Okon, E. E., Emu, W. H., Onwochei, N. & Ukpabio, G. E. (2024) Availability of financial resources and lecturers' task accomplishment in Nigerian universities. *African Journal of Educational Archives*, 9(1) 140-152
- Ukpabio, G. E., Ochang, C. D. & Aniah, S. A. (2022) Academic Staff Task Performance in Public Universities in Cross River State, Nigeria: Assessing the Influence of Recreational Resource Availability. *Prestige Journal of Counselling Psychology*, 5(2), 47- 58
- Usoro, A. A. & Udongwo, U.(2018) Facility induced Job Stress and the Job Effectiveness of Federal University lecturers in Cross River and Akwa Ibom States.IARD
International Journal of Economics and Business Management 4 (4)34-43