



Research Article

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Influence of Physical Facilities on Students' Academic Performance Among Undergraduate Student of Environmental Education, University of Calabar - Nigeria

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Abstract

The paper examined the influence of physical facilities and academic performance among undergraduate students of Environmental Education, University of Calabar, Calabar-Nigeria. Three research questions and hypotheses was formed by the researchers to achieve the aim of this research. The study made use of ex-post facto research design alongside stratified and simple random sampling techniques. The study population consisted of all the undergraduate students of the Environmental Education Department, University of Calabar; from where a sample of 300 respondents was selected as the sample for the study. A structured questionnaire titled, 'Physical facilities and students' academic performance (PFSAP) is the instrument utilized in collecting data for the study. The collected data was analyzed with simple regression and multiple regression. The result from the three hypotheses analyzed indicated a significant influence of availability and adequacy of physical facilities on academic performance among undergraduate students in Environmental Education. Sequel to the study findings, a conclusion was reached that availability and adequacy of physical facilities have positive correlation on students' academic performance. The study recommended that basic facilities should be put in place before commencement of any academic activities; Maintenance culture should be imbibed by the authority so that available physical facilities can stand the test of time; The University should project whatever physical facilities are available during accreditation for government intervention; The alumni of the university should put their resources together to support the university in terms of facilities; and the university should corroborate with other universities with good facilities, within and outside the country for exchange programmes.

Keywords: Physical facilities, environmental education, academic performance, students, university, Calabar, Nigeria

1. Introduction

Lecturers are alarmed at the deplorable level of academic performance of students in the department of Environmental Education, University of Calabar in Nigeria today basically because students' performance appears to be dwindling both in continuous assessment and examinations.. For example in some courses, students scored D to F grades which are unacceptable as minimum grades of C. This may deter their continuity of their academic programme. The poor academic performance may be attributed to unavailability and inadequate physical facilities as observed by the researchers. Those available seem to be of low standard, lack maintenance culture and some in a very bad shape. It seems the facilities have been used over time, maybe due to the increased population of students admitted overtime. This assertion is buttressed by Ab Razak, Baharom, Abdullah, Hamdam, Aziz and Anuar (2019) who stated that students' needs must be provided by the institution for effective teaching and learning. Facilities have great impact on academic performance of students and inadequate facilities translate to poor performance (Fareo & Ojo, 2012).

Most physical facilities that are necessary for actual learning and students' academic performance may not have been sufficient in the University of Calabar today. University of Calabar lacks the useful equipments which can facilitate teaching and learning as a result students hardly put in their best which in turn affect their performance. For example, Environmental Education students do not have classrooms of their own. Sometimes lectures are taken in the pavilions and in very deplorable conditions. The shared facilities that are meant for students of Environmental Education and others are nothing to write home about. The seats are bad, no white board for lecturers to write and interact effectively with the students and the classroom environment lacks lighting. This can deter learning and leads to poor performance. Laboratory and other basic facilities are lacking as well which may also leads to poor performance.

It is based on this that the researchers decided to carry out the study on the influence of physical facilities (availability and adequacy) on Environmental Education students' academic performance in the University of Calabar, Calabar-Nigeria.

1.1 Statement of Problem

It is true that the Nigerian educational system has played a very significant role in supporting the economy of her dear country by providing quality manpower and acquired skills and knowledge needed to boost the economy. It has been observed that recently the students' enrolment rate is very high with little or no consideration for the increased on the facilities in the school. This may be as a result of the biting economy as well as the geometry rise in prices of goods in the country. This has helped to stressed the existing facilities and exert much pressure on them. Facilities to a greater extent have a significant correlation to students' performance. The lecturers as well as stakeholders of the Department of Environmental Education have expressed their dissatisfaction about the availability and adequacy of physical facilities found in the University vis-a-vis Environmental Education Department. The researchers also observed that this may be the reason of poor academic performance seen in the students of Environmental Education. It is observed that the academic performance of the students in Environmental education had witnessed a deplorable trend over the years. The researchers' observation from 2020-2022 have continually revealed poor academic performance both in the continuous assessment given to them and the examination as well.

Lecturers in Environmental Education are crops of seasonal academics who put in their best in teaching these students, still the students' academic performance have left the researchers with some worries which have given rise to graduands with poor performance. Adequate physical facilities have a very strong correlation with the quality of education given to the students as well as the environment where the learners learn. The non-availability of these facilities always pose some questions by the lecturers, students, parents, stakeholders as well as the society at large, as to the quality of pedagogy going on in such an environment.

This may have informed the Digital Vice Chancellor of the University of Calabar, Prof. Florence Banku Obi to embark on massive development of infrastructures (lecture theatres, lecturer offices, laboratories, renovation and redesigning of the existing library to meet up with best practices), maintenance of faulty equipments as well as provision of new equipments and library holdings.

1.2 Research objectives

The major objectives of this research work were to examine the influence of physical facilities on Environmental Education students' academic performance in University of Calabar, Calabar, Nigeria.

This research specifically seeks to:

1. determine the influence of availability of physical facilities on environmental education students' academic performance;
2. examine the influence of adequacy of physical facilities on environmental education students' academic performance; and
3. ascertain the composite effect of physical facilities on environmental education students' academic performance.

1.3 Research questions

These questions below were forwarded to give direction to the present study

1. To what extent does availability of physical facilities influence environmental education undergraduate students' academic performance?
2. To what extent does adequacy of physical facilities influence environmental education undergraduate students' academic performance?
3. What is the joint effect of physical facilities on environmental education undergraduate students' academic performance?

1.4 Statement of hypotheses

The outcome of this study was based on the analyses of the following hypotheses:

1. There is no significant influence of availability of physical facilities on environmental education undergraduate students' academic performance.
2. There is not significant influence of adequacy of physical facilities on environmental education undergraduate students' academic performance.
3. There is no significant joint influence of physical facilities on environmental education undergraduate students' academic performance.

1.5 Significance of the study

It is the candid perception of the researchers that the identified problems when taking into consideration may increase students' academic performance in environmental education. This study may also help students to explore libraries outside their university in order to improve their performance.

This study may enable teachers to develop good classroom interaction pedagogy with their students. The study may also develop new assessment strategies from the teachers which may improve on students' academic performance.

The findings may be beneficial to different stakeholders in education and institutional organization. The findings may emphasize the dire needs for the government to provide vital facilities needed by the students to improve their academic performance.

The finding might be an eye opener to the school authority on the needs for adequate facilities to ensure students' performance. The finding may also help Nigerian University Commission (NUC) to see the need of providing such facilities most during accreditation exercise and as when necessary.

2. Literature Review

Nigeria is reckoned as the giant of the African continent and the most populous black nation in the world with the population of 214.560 million (World Population Review, 2022). The nation was undoubtedly rich with abundant human as well as material resources. Some of which have been harnessed for national development. In her quest to catch up with the developed world, the country saw education to be a tool per excellence for effective growth of the nation (FRN, 2014). This is on recognition of the reality that no meaningful socio-economic, political and technological transformation can take place if the citizens are not given quality education as Ndege, Enose and Simatwu (2021) put it across that the physical facilities in schools enhance quality education and significantly influence the quality of education. World Mania (2021) buttressed the assertion that a good educational system gives graduating men and women the tools needed to succeed in life and without it some doors will remain ever closed.

From the assertion of Akomolafe and Adesua (2016), physical facilities in the school contribute and motivate students to learn. As stipulated by the above authors, physical facilities are the school site, building, playground and the equipment as well as material resources available within school to enhance efficient teaching and learning operation. This is also supported by Sam-Kalagbor (2021). While Olutola (2010) saw “physical facilities as classroom, dormitories, libraries, laboratory buildings, staff rooms, teachers’ quarters, examination halls, administrative buildings, educational equipment” (machines, audio-visual materials, chalkboard, cleaners tools and workshops equipments).

Osokoya (2010) maintained that teacher educational institutions exist in the shadow of their glorious past because of their inability to ensure quality education. Frequently, people expressing their views about the Nigerian education system remarking that the standard of education has fallen. What do they mean by this? They probably mean that in the past, educational products and practices were of a particular quality and were equally the type of education they preferred, but currently in terms of expectations have changed in ways that are worrisome.

The success of the entire education depends on the quality of availability of physical facilities. If there are no facilities, the products are likely to be weak graduates. This will in turn affect the nation economically, socially and morally as Mohammad, Mohammad and Mumtaz (2020) rightly put it that the school physical facilities is a basic key to success for real teaching and learning in a school. This assertion was also buttressed by Ramli and Zain (2018) who saw three important components; system management, learning environment and infrastructure as paramount to students learning. Physical facilities being a necessary instrument for transmission of knowledge is largely inadequate in University of Calabar as observe by the researchers. Students’ academic performance is largely dependents on the physical facilities of the school which is either not adequate to raise their performance to an optimal level that will ensure quality delivery and performance.

Sam-Kalagbor (2021) opines “that school facilities are essential tools to facilitate and stimulate learning programmes, according to the author teachers need them in an ideal working environment and if they are made available and adequate, students tend to have interest in learning that will lead to high performance”. In February, 2021 in Channels Television, students were reportedly demonstrated about poor infrastructures in the University of Benin, Ikere Ekiti as well as some students in Rivers State. This shows that where facilities are adequately provided, students perform better. Mbadiwe-Loko, Ogwo & Taylor (2019) supported the above assertion that school facilities can have a profound impact on adult learning. Ojuok and Ole (2020) viewed good quality education as a products of resources while Baafi (2020) confirmed building well situated, having beautiful environment, laboratory as well as playground usually aid in improving programme within school system as well as effective teaching and learning. Students’ poor academic performance has been an issue of grave concern by government, teachers, non-governmental organizations (NGOs), school authorities and stakeholders as well as parents. From observation from the researchers, the students in Environmental Education have no classroom allotted to them for lectures. Sometimes they have their lectures in an open space under the sun and harsh weather condition. The shared facilities

available are very inadequate and there are always clashes among students. The facilities sometimes are in very bad shape because of the struggle by students.

The libraries are not in very good shape, lack of laboratories for practical work, some lecturers do not have offices to attend to their students. Some share very tiny space as offices which hinder them from putting in their best. All these may go a long way to affect academic performance. A typical example is a lecture, one of the researchers had with the students under an open space devoid of seats. The students were not comfortable and told the researcher they were tired and wanted to leave. This has resulted in massive failure in that particular course. The researcher is sure such scenario is evident in other courses. The students of Environmental Education have no classroom of theirs, insufficient light on campus, insufficient facilities, dilapidated buildings and no ventilation in some of the buildings where lectures are taken. These may have been the reasons students efforts are thwarted and they cannot put in their best.

Sam-Kalagbor (2021) observed that many facilities in school meant to enhance learning activities today are old, absolute making it very difficult to meet the 21st century learning. The author further averred that some facilities in the secondary schools are worn out with is not good enough to motivate students to use them for learning activities. From the opinion of Onuorah (2014), without buildings, proper pedagogy cannot take place. School facilities can be translated into the space(s) interpreted in the curriculum. This can also be referred as the fixed assets for learning example classroom building, laboratory building/equipment, lecturer offices, playground, café, swimming pool, gym, sport theatre, internet facilities, audio and visual aids, hostel accommodation, etc.

Effective teaching and learning is always effective within a well-equipped and conducive environment. A school environment is termed conducive enough for teaching and learning if the physical facilities are available and also adequate (Ihekoronye, (2020). This might be one of the reasons why the environmental education students' academic performance is dwindling over time. The availability and adequacy of physical facilities in schools is very important. When the physical facilities are not available or available, but inadequate, it will impede the achievement of educational goals and objectives.

Amadi and Ezeugo (2019) postulated that school performance in examinations varied with the degree of availability of physical facilities. In respect to the above assertion, for quality performance to be attained, the quality of educational resources found in any school to a very large extent is determine by the level of material resources found in the school. This may be true in the scenario of the University of Calabar as the researchers observed the dilapidated structures which are not conducive for learning as well as other obsolete material resources. This assertion was supported by Nyangoya, Wachianga and Makori (2020) that physical facilities is a predictor of students' academic achievement.

Ibrahim and Abdullahi (2017) advocated that school facilities should be adequate enough to bring about high students' academic achievement. The authors went further to recommend that government, educational stakeholders, parents, teachers and the students themselves should embark on improvisation of facilities locally to enable them supplement the available facilities. In this case, according to Ibrahim et al the academic achievement of the students will improve immensely. The study by Bada and Laraba (2018) on the influence of school location and school facilities on students' academic performance in Okitipupa Local Government Area, Ondo State concluded that school location and the presence of facilities have significant impact on students' academic performance in secondary schools. This implies that for students to perform maximally, the school location must be taken into consideration; and also the facilities must be available and adequate. Archieval (2019) opined that school facilities have significant influence on the entire school experience of the students as well as their teachers. The researcher also identified the quality of school facilities as a driving force for students' academic performance and teachers' job satisfaction.

Santos (2022) carried out a research on the relationship between school facilities and students' academic performance in selected public secondary schools. The author found out that students who attended schools where facilities are available and adequate tend to perform higher academically

than those who attended schools where there were no facilities or where the facilities are not adequate. This shows that facilities have significant role in the academic performance of students. The result of the finding of the study by Coronado, Kwok and Lee (2022) showed a positive correlation between school facilities and students' engagement and learning. From this study, it therefore implies that for students to perform maximally there must be a correlation between the school facilities and students' engagement and learning.

Thorndike Edward's theory of learning (1932): Thorndike was one of the proponents and also the founder of theory of learning. He viewed learning as resulting from the formation of bonds between stimulus and response. He conducted several experiments in the learning process. From the various experiments, Thorndike developed three important levels of learning namely: "law of effect, law of exercise and law of readiness".

The law of effect states that if response to stimuli is followed by dissatisfaction, the behaviour is less likely to repeat. The law of exercise is explained by two basic concepts, namely; law of use and disuse, which states that once a response become associated with a stimulus situation, the more it is used in a given situation, the more strongly it becomes associated with it. On the other hand, the law of disuse states that once a response becomes associated with a stimulus situation, disuse of the response weakens the association. The law of readiness states that when modifiable bond between stimulus and response is ready to act, to do is satisfying but when such bond is not ready to act or to do, it is unsatisfied.

This theory is relevant to the study in that students' learning experience can be enriched when the physical facilities needed in school are available and also adequate. The federal government, the federal ministry of education and the university commission should ensure that physical facilities needed for effective pedagogy (which enhances students' academic performance) should be made available and adequate.

Vroom's expectancy theory of learning (1964)

This theory is sometimes called the instrumentality expectancy theory, path theory or valence instrumentality expectancy theory. This theory was promulgated by Victor H. Vroom in 1964. The theory has it that specific variables spur conduct. The presumption of the theory is the strength or adherence to the goal based on the expedition and the level of attractiveness of the outcome to the people. The theory explains that inspiration would be high when students accept that elevated degree of endeavors will prompt high execution and high execution will prompt the accomplishment of desired goals.

The theory core assumption is that there exists a significant relationship between world efforts (input), individual behaviour (performance) and individual expectation (desired outcome). It also states that human beings are rational in their behaviour, thought and action and they are imbued with the belief that certain behaviours will bring about the satisfaction of their expectant needs or desires.

The implication of this theory to the study is that when the physical facilities are in place and also adequate enough, it will motivate the students and this will result in high academic performance.

3. Methodology

The study utilized an ex-post facto research design. The design according to Kerlinger (1986), is an inquiry technique which is scientific and empirical whereby the researcher does not have control of the independent variables directly hence its manifestations have already occurred. The need to adopt the present research design was sequel to the nature of the variables under study such as availability and adequacy of physical facilities, undergraduate students' academic performance had already occurred and cannot be manipulated by the researcher.

The study is conducted in University of Calabar, Nigeria. University of Calabar being located in Calabar, Cross River State is one of the federal universities in Nigeria. Department of Environmental Education is a department in the Faculty of Arts and Social Science of the University. The

Department has programmes for both National University Commission (NUC) students and Centre for Educational Services (CES) students. The Department is blessed with seasoned lecturers who are ready to put in their best for students' optimal performance.

The research population consists of the whole students in the Department of Environmental Education in the University of Calabar. The total population of the students is six hundred (600) in both the NUC and CES programmes respectively.

The research work employed the stratified as well as simple random sampling procedure in selecting the sample for the study. The population was stratified into 2 strata (NUC and CES). The NUC students were further divided into four levels (1-4), while the CES students were divided into five levels (1-5); this is outlined in Table 1.

Table 1: Population of environmental education undergraduate students

S/N	Level	NUC	CES	Total
1	100	96	16	112
2	200	139	21	160
3	300	152	34	186
4	400	44	58	102
5	500	-	40	40
Total		431	169	600

Field work, 2022

The research sample actual selection was carried out using simple random sampling. The technique was used to give all the elements equal opportunity of being sampled for the study without any bias. 50% of the undergraduate students were selected from each level. This gives a total sample of three hundred (300) undergraduate students in Environmental Education from 100 to 400 levels (for NUC students) and from 100 to 500 levels (for CES students). The distribution is as presented in Table 2.

Table 2: Sample distribution of environmental education undergraduate students

S/N	Level	NUC		CES		Total	
		No of student	Sampled students	No of student	Sampled students	No of student	Sampled students
1	100	96	48	16	8	112	56
2	200	139	69	21	11	160	80
3	300	152	76	34	17	186	93
4	400	44	22	58	29	102	51
5	500	-	-	40	20	40	20
Total		431	215	169	85	600	300

Field work, 2022

The instrument used for this research is a questionnaire titled, 'Physical facilities and students' academic performance' (PFSAP). The questionnaire was developed by the researchers to elicit information from respondents. The data collected from the respondents was collected, collated, coded and tested with simple regression as well as multiple regression analyses and the null hypotheses analyzed at 0.05 alpha level.

4. Result

Hypothesis 1

There is no significant influence of availability of physical facilities on environmental education undergraduate students' academic performance. The independent variable is availability of physical

facilities while the dependent variable is students' academic performance. To test the data generated from this hypothesis, simple regression analysis was used. The result stated within table 3.

Table 3: Simple regression analysis result for influence of availability of physical facilities on academic performance

Model	R	R ²	Adj R ²		Std. Error of the Estimate
Variables	.660 ^a	.437	.436		5.44079
Source of variations	SS	df	MS	F	Sig.
Regression	7581.630	1	7581.630	255.118	.000 ^b
Residual	9797.290	331	29.602		
Total	17378.920	332			

The result from Table 3 showed a correlation coefficient of .660 which implies that positive relationship exists between availability of physical facilities and academic performance of undergraduate students of Environmental Education. From the result, it has been shown that Adj R² = .435 revealed the variation in the dependent variable (academic performance) which is accounted for by 43.5% of availability of physical facilities. The result also indicated an ANOVA result (F = 255.118, p < .000). Hence p (.000) is smaller than p < (.05), it therefore, means that although there is a low percentage contribution, this result indicated that availability of physical facilities influences academic performance. Thus the null hypothesis was dropped.

Hypothesis 2

There is no significant influence of adequacy of physical facilities on environmental education students' academic performance. The statistical tool used to test this hypothesis was simple regression. This is stated in Table 4.

Table 4: Simple regression analysis on the influence of adequacy of physical facilities on academic performance

Model	R	R ²	Adj R ²		Std. Error of the Estimate
Variables	.439	.194	.191		6.51248
Source of variations	SS	Df	MS	F	Sig.
Regression	3344.617	1	3355.617	77.919	.000
Residual	14034.303	331	42.399		
Total	17378.920	332			

From the result in Table 5, the variable correlation coefficient of .439 showed that a moderate relationship between adequacy of physical facilities and academic performance. The finding equally indicated that Adj R² = .191 meaning variation within dependent variable (academic performance) is accounted for by 19.1% of adequacy of physical facilities. A careful look equally showed the ANOVA analysis outcome (F = 77.919, p < .000). Hence p < (.000) is smaller than p < (.05), it means that although there is a small percentage contribution, the outcome indicated that adequacy of physical facilities influences academic performance of undergraduate students of Environmental Education. Therefore, the null hypothesis is dropped.

Hypothesis 3

There is no joint influence of physical facilities on environmental education students' academic performance. The variable that was independent in the hypothesis is physical facilities having two sub-variables of independent variable which are availability and adequacy of physical facilities while the dependent variable is academic performance continuously measured. In testing the hypothesis, multiple regression analysis was adopted. This is stated in table 5.

Table 5: Multiple regression analysis of the influence of physical facilities on academic

Model	R	R ²	Adj R ²		Std. Error of the Estimate
1	.218*	.652	.654		5.05102
Source of variations	SS	Df	MS	F	Sig.
Regression	504.629	2	252.315	9.780	.000 ^b
Residual	10128.568	397	25.513		
Total	10633.198	399			
Model	Unstandardized coefficients		Standardized coefficients Beta	t	Sig.
	B	Std. Error			
Constant	35.023	1.869		18.737	.000
Availability of physical facilities	.166	.128	.367	3.294	.000
Adequacy of physical facilities	-.427	.118	-.187	2.612	.000

The result in table 5 showed that the Adj R² = .654. This by implication means that the variation in academic performance among undergraduate students in Environmental Education was described by 65.4% contribution of physical facilities. In addition to this, the ANOVA Table indicated (F = 9.7800, p(.05)). Hence p(.000) is bigger than p(.05), the stated null hypothesis was dropped. It hence means that a joint significant influence of physical facilities exist on academic performance among undergraduate students of Environmental Education.

5. Discussion

Hypothesis one

The result of the finding revealed that there is a significant influence of availability of physical facilities on environmental education undergraduate students' academic performance. This is because where the needed physical facilities are available there will be efficient and effective pedagogy. The finding of this study is in agreement with Sam-Kalagbor (2021) who stated that availability of physical facilities is essential tools which facilitate and stimulate the learning process. That means when the facilities are available the students will show high level of interest in learning and the result will be high performance. The finding of this study also supports Mbadiwe-Loko, Ogwo and Taylor (2019) who agreed that physical facilities have impact on learning.

The finding is in agreement with Mohammad, Mohammad and Mumtaz (2020) who stated that the success of the entire education depends on the quality of availability of physical facilities. If there are no facilities, the products are likely to be weak graduates. This in turn will affect the nation economically, socially and morally. The school physical facilities is a basic key to success for real teaching and learning in a school.

The finding of the study also agreed with the Thorndike Edward's theory of learning (1932), who viewed learning as resulting from the formation of bonds between stimulus and response. In one of his experiments, he found out that if response to stimuli is followed by dissatisfaction, the behaviour is less likely to repeat. In other words, for students to perform maximally the input variable must be consistent with the output variable.

Hypothesis two

From the result of the analysis of hypothesis two, it is revealed that adequacy of physical facilities has a significant influence on environmental education students' performance in academics. When the physical facilities are adequate enough, the students will find the environment conducive for learning. This will help boost their academic morale and lead to high performance in academics. This result is in agreement with Ihekoronye (2020) that stated that effective teaching and learning occurs in a well-equipped and conducive environment. A school environment is termed conducive enough for teaching and learning if the physical facilities are adequate.

Victor H. Vroom's expectancy theory of learning of 1964 theory assumed that "the strength or tendency to act in a certain way depend on the strength of an expedition that the act will be followed by a given outcome and on the attractiveness of the outcome to the individual". This is true because for the students to have effective pedagogy, the input variable (physical facilities) must be available and adequate, the processes variable (the quality of teachers) will improve, the output variable (students' performance) will improve. This is to say for any effective pedagogy, there must be correlation between the input variable and the processes for effective outcome (high performance).

Hypothesis three

From the finding of the study as presented in table 5, indicated that significant joint influence of physical facilities exist on undergraduate Environmental Education students' performance in academics. This means that for a high performance to be recorded by the students, the physical facilities should not only be available but also adequate. The finding is in support of the view of Ihekoronye (2020) who advocated conducive environment for effective teaching and learning as one where the facilities are available and adequate. The availability and adequacy of physical facilities in schools is very important. When the physical facilities are not available or available, but inadequate, it will impede the achievement of educational goals and objectives.

The finding of the study also agreed with the Thorndike Edward's theory of learning (1932), the law of readiness states that when modifiable bond between stimulus and response is ready to act, to do is satisfying but when such bond is not ready to act or to do, it is unsatisfied. This means that when the physical facilities are available and also adequate, there will be high performance among the students and also quality graduands. The high performance of students depends largely on both the availability and adequacy of physical facilities in the school.

6. Conclusion

With reference to the findings of the study, conclusion was reached that availability and adequacy of physical facilities found within schools could immensely enhance students' academic performance. This may be true because in the University of Calabar, some lectures are held under the trees and the department does not have any classroom of her own. The shared facilities available in the University have been over-stressed and most of them are not good enough for students' learning. This may have informed the massive development of physical facilities that are ongoing in the University of Calabar today, courtesy of the Digital Vice Chancellor, Prof. Florence Banku Obi.

From the result of the study, it was recommended that:

1. Basic facilities like classroom (theatre), laboratories (audio and visual laboratory, language laboratory, counselling and psychology laboratory, science laboratory, etc.), libraries (digital library), recreational facilities (swimming pool, cyber café, gym, etc.) administrative blocks, lecturers' offices should be put in place before commencement of academic activities.
2. Physical facilities should be made available and adequate enough to bring about desirable performance from the students. This is because the performance of the students (either poor or high) dependent on the physical facilities on ground.
3. Maintenance culture should be imbibed by the authority so that available physical facilities can stand the test of time.
4. The University should project whatever physical facilities are available during accreditation, so that the government can be aware of the state of the physical facilities found in the school.
5. The alumni of the university should put their resources together to support the university in terms of facilities.
6. The university should collaborate with other universities with good facilities, within and outside the country for exchange programmes. This will enable the students to have access to facilities that are not found in the university.
7. The university can also sought for support from non governmental organizations (NGOs) and donor agencies for assistance.

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