

Physical Facilities as Correlate of Instructional Effectiveness in Public Universities in Abia State

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Abstract

The study examines physical facilities as correlate of instructional effectiveness in public universities in public universities in Abia State, Nigeria. The study adopted a quantitative research approach with focus on correlational design. Three research questions and three null hypotheses guided the study at a 0.05 level of significance. The population of this study was 608 final year students' of 2018/2019 academic session. The sample size for the study was 608 students. There was no sampling technique for the study since the population of the study was manageable and controllable by the researcher. Physical Facilities Questionnaire (PFQ), and Instructional Effectiveness Questionnaire (IEQ) was used for data collection. Three (3) experts in the College of Education, Michael Okpara University of Agriculture, Umudike for validation; Two (2) of the experts were from the Department of Educational Management while one (1) expert was from the Department of Science Education (Educational Measurement and Evaluation) validated the instrument. Cronbach alpha statistics were used to obtain reliability index value. The general reliability index of the instruments yielded a reliability alpha of .71 and .80. The data collected from the field was analyzed using Pearson Product Moment Correlation Coefficient to answer the research questions while linear regression analysis was used to test null hypotheses. The findings of the study revealed that physical facilities significantly to a very high extent relate to instructional effectiveness in universities. The coefficient of determination (R^2) of 0.740 indicates that 74% of the variance observed in the instructional effectiveness was attributed to physical facilities in universities. The study recommended that; Government should increase her level of funding of universities to ensure adequate provision of physical facilities for effective teaching and learning.

Keywords: physical facilities, students' hostel, library, instructional effectiveness

I. Introduction

Physical facility is an essential component of quality in university education which enhances effective students motivational drive towards achieving academic excellence. Physical facilities are among the non-human factors which the school management uses in achieving the quality educational outcomes. Physical facility management involves utilization, supervision and inspection, and maintenance services designed to achieve the purpose for which these facilities are designed for. In essence, effective management of physical facilities requires that the school management formulate plans to ensure adequate utilization, supervision and maintenance of school facilities. Adequacy of physical facilities in the university system when maintained provides a conducive environment for the instructional transaction as such educational goals are enhanced and attained. Bijaya and Ramkrishna (2015) opined that physical facilities provide and maintain safe, clean, and creative learning environments to the students which encourage students to perceive high achievements and outcomes. Physical facilities strive to give students a comfortable learning environment in which they work and learn. Schneider in Mustafe (2017) concerts that special features of the facilities, like their structure, conducive to noise, heat, and comfort, can make students and teachers more satisfied and hence improve the classroom instruction. In essence, efficient utilization of physical resources becomes equally significant in ensuring quality job delivery among lecturers. Jato, Ogunniyi, and Olubiyo (2014) noticed that the frequent use of the library by students contribute to their academic performance. Agreeing to this fact, Amanullah and Adeeb (2014) concerted that the availability and utilization of physical facilities in a school had a significant impact on students' performance and outcome. In the context of school facilities in which the students learn are very essential and without a suitable environment, effective learning environment cannot take place. The use of lecture halls well-spaced

and equipped can also lead students to perform well in tests. Suleman, Aslam, and Hussain (2014) argued that well-equipped classes encourage teachers to teach effectively and positive results may be imminent. This view above is an indication that quality and efficient physical facilities to a very reasonable extent facilitate a conducive atmosphere that ensures the quality performance of students academically. Physical facilities in the school system, therefore, remain needful and helpful to both the lecturers and the students. It means that supervision of physical facilities for quality maintenance purposes becomes relevant. Agreeing to this fact, Onwuchekwa (2016) sees supervision in school to involve the use of expert knowledge and experiences to oversee and coordinate the process of improving teaching and learning activities in schools. Supervision of physical facilities results to quality standards and ensure compliance in using these facilities for quality service providence and long ability of the facility.

Quality hostel is one of the major student personnel administrations that provides well-equipped and accessible accommodation for students. It plays a vital role in the psychological balancing of students' academic activities and social life within the university community. Adebisi, Oletubo, Alade, and Aghogho (2017) defined students hostel from the viewpoint of support facility used to increase instructional effectiveness, improve cleanliness, safety, efficiency and effectiveness of students learning environment. Kolawale and Boluwatife (2016) contend that students who lived on campus were more likely to develop a sense of personal accomplishment and other social skills and could involve in campus programs, take part in extra-curricular activities than those who live off-campus and could as well achieve a high grade in their academic assessments.

Saliently, Khozei (2010) conducted a study in Malaysia on factors that predict undergraduate students' level of satisfaction and with students' hostel of University of Sain in Malaysia. The study found that satisfaction with hostel fees, distance from the university facilities, room safety, room size, hostel security and hostel facilities were the most critical factors which predict undergraduate students' satisfaction with the hostel. It is also imperative to know that school physical facilities and research development are key motivating factors in achieving academic performance. Schools are established for teaching and learning. It is more important that the learners are properly accommodated to facilitate the teaching and learning that go on in the system. Quality accommodation or hostels thus plays a vital role in providing an adequately operative environment for effective and quality educational transaction thus lecturers job delivery are efficiently carried out.

An academic library is an integral part of an institution of higher learning. A library in school, college, university, and all other institutions of higher learning is known as the academic library. The essential role of the academic library is education, which is a dynamic element of education. Ghulom and Ahmed (2013) defined an academic library as a library established, maintained and administered by the academic institution to provide information needs of the students, lecturers and other members of the academic community to effectively carry out her administrative and executive responsibilities. Uba (2012) opined that academic library serves the academic community, ranging from the needs of undergraduates, postgraduates and lecturers who engage in scholarly research and within the University Community.

More so, the academic libraries could be categorized as the school libraries, college libraries, and university libraries. School, college and university are the institutions that impart formal education to the students. Faluwoye, (2018) affirmed an academic library as a library that is located in a tertiary institution with the major aim of supporting its institution in carrying out its academic activities. These academic institutions support rich and well-equipped libraries to feed the students, instructors, and researchers to meet their day-to-day academic needs. Students are well motivated through using library resources in researching and sourcing new dimensions of knowledge in their various areas of specialization.

The need for information in an academic environment and beyond remains unlimited such that individuals and groups seek information from different sources and formats for undertaking a variety of concepts such as library comes to play. Information in the everyday activities of humans is used for decision making, discovering new phenomena, developing new techniques and technologies, and

improving existing knowledge and theories. Irwighreghweta (2014) grouped Academic Libraries to include University Libraries, Polytechnic Libraries and Monotechnic Libraries.

The academic library is always linked with the objectives of academic institutions as a whole. So, the academic library must provide sufficient service to fulfil the needs of the users and to utilize the collected information more effectively. Adeniran (2011) examined the relationship between service quality and users' satisfaction at Redeemer's University, Mowe, Nigeria. The study was set to find out if users of Redeemer's University library were satisfied with the services it renders. Questionnaires were administered to seven (7) academic staff and one hundred and seventy-nine (179) students who visited and used the library within the period of research with the assistance of the library assistants. The result revealed that, of the academic staff and students who formed the population for the study, students were found to have used the library most and that users were satisfied with the services of the library.

In every educational system, the job performance of the workforce often is put at the fore front of the educational programmes and activities. Teaching and learning are a dynamic phenomenon which requires appropriate techniques and methodology to carry out functions assigned. Thus, job delivery amongst educational workforce becomes very vital in activating high-quality standard as well as meeting with global educational productivity. Lectures therefore should take into cognizance the best approaches and practices in dealing with their job task in order to achieve maximum results in their job delivery. Knight (2012) averred that factors such as increased mastery of instructional content for diverse curriculum, demonstration mechanism, use of skills through modelling and remedial opportunities remain practices that supports effective job delivery among lecturers. In line with this view, Ferlazzo (2013) identified variables such as provision of meaningful opportunity practices, provision of necessary conditions, establishment of clear communication techniques, ensuring explicit connection between present and past instruction, preparation of students, integrating assessment, teaching students strategies for learning, demystifying literacy practices and performance, use of different instructional method and assisting students to build their intellectual ability plays a vital role towards achieving meaningful instructional delivery among lecturers. Instructional effectiveness thus becomes the sole purpose of contracting any academic staff in the field of education and other sectors of the economy.

Effective instruction is the ability of the lecturer or the instructor to assess and evaluate the entire teaching and learning process and outcome. Effective job delivery must be understood from the standpoint of the goals and expectations of the teaching process bearing in mind the multiplicity of these goals. The implication of effectiveness of instructional delivery considerably at the role of lecturers' professionalism in handling instructional-related matters as well as display a high level of proficiency during instructional activities.

A. Statement of the Problem

The issue of ineffective instructional delivery among lecturers could be attributed at times to poor infrastructural facilities. Adequacy of physical facilities has become a source of motivational drives has become a public concern in most public universities in Abia State. It seems that in most universities these students lost confidence in the school management because of poor physical facilities within the school community. Stakeholders of university education generally expect effective instructional delivery characterized by the performance of students. The ideal situation should involve a quality students' hostel, provision of adequate physical facilities, and a well-equipped library, amongst others, remaining a good index for quality lecturers' job delivery.

It has been observed that there is laxity in instructional exercise in the university caused by the factors of poor physical facility space in our present-day university education. This has raised a high level of curiosity at the high rate and the failure among lecturers' instructional activities which is as a result of poor students' motivational drive caused by poor campus shuttle system, lack of quality students' medical services, low standard of students' hostel with obsolete facilities, poor physical facilities, ill-equipped library amongst other, that hinders effective job delivery by lecturers. The

problem of this study therefore put in question form; how does physical facilities relate to instructional effectiveness in public universities in Abia State Nigeria?

B. Purpose of the Study

The purpose of this study was to ascertain the extent physical facilities as correlates with instructional effectiveness in public universities in Abia State, Nigeria. Specifically, the study sought to:

1. determine the extent quality students hostel relates to instructional effectiveness.
2. find out the extent to which a well-equipped library relate to instructional effectiveness.
3. determine the extent to which adequacy of physical facilities relates to instructional effectiveness.

C. Research Questions

The following research questions guided the study:

1. to what extent do quality student hostel relate to instructional effectiveness?
2. to what extent do a well-equipped library relate to instructional effectiveness?
3. to what extent do physical facilities relate to instructional effectiveness?

D. Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance to guide the study:

H01: There is no significant relationship between quality student hostel and instructional effectiveness.

H02: there is no significant relationship between a well-equipped library and instructional effectiveness.

H03: there is no significant relationship between physical facilities and instructional effectiveness.

II. Theoretical Framework

Theory of connectivism was propounded by Edward L. Thorndike in 1898. The theory of connectivism was propounded by Edward L. Thorndike in 1898. The theory states that specific response is linked with specific stimuli. This shows that learning occurs as a result of the positive response of learners in an environment. In essence, the more an organism responds to the stimuli in a given situation, the larger it would be retained. Considering the experiment conducted by Thorndike using a cat placed in a puzzle box, as long as the cat tries to open the box by pulling the loop, easier it becomes for the cat to come out as indicated by the experiment. The experiment indicated that the cat put into the puzzle box for the first time finds it difficult to open the box until the cat eventually presses the loop and comes out of the box to eat the food.

However, Thorndike theory of connectivism dealt with three basic laws of learning which include: Law of effect: the law of effect states that when modifiable connections between stimulus and response have been made, the outcome of satisfaction and weakness is strengthened. Nnachi (2012) averred that learning occurs if the response has some positive effect on the environment. In essence, the successful learning outcome is achieved when the perceived response of an organism to stimuli has relevance to its environment; Law of exercise: the law states that the more occurring the stimuli induces a response, the longer it will be retained. This, therefore, implies that more connection or synergy shared by the response and stimulus, the stronger the interaction will be; Law of readiness: entails that when an organism is ready to react in each way, it means satisfaction and when not, it means provocation.

The assumption of this theory is that specific bonds, links or connections occurs in an organism as a result of synaptic change in the nervous system. Chuchan avers that the process of connection depends on several variables operating within the organism or the environment when the organism is found. The theory is critiqued on the basis that using cat for the experiment is not justifiable; that human reasoning capacity is comparable with that of an animal; the trial-and-error process is not a

justified means of brain development and the experiment does not apply to human beings since humans have a well-developed brain when compared with other lower animals.

This theory relates to the present study in the sense that students desire satisfaction in their quest for new knowledge such quality adequate physical facilities should be made available for them. The quality environment that could stir up quality classroom activities should be provided to pave way for learning to proceed from unknown to known.

In essence, connectivism theory as propounded by Thorndike critically looks at the response of an organism as it interacts or bonds with stimulus. The experiment shows that the more the cat tries to press the loop more error and more the cat learns. The educational implication of this theory cannot be over-emphasized.

III. Methodology

The study employed a quantitative research approach with focus on correlation design. Maduabum (2007) opined that correlational design is one aimed at determining the relationship between variables which enables a researcher to ascertain the extent to which variation in one variable are associated with variation in another.

The population of this study was 608 final year students of 2018/2019 academic session. The sample size for the study was 608 students. There was no sampling technique for the study since the population of the study was manageable and controllable by the researcher. Physical Facilities Questionnaire (PFQ), and Instructional Effectiveness Questionnaire (IEQ) was used for data collection. Three (3) experts in the College of Education, Michael Okpara University of Agriculture, Umudike for validation; Two (2) of the experts were from the Department of Educational Management while one (1) expert was from the Department of Science Education (Educational Measurement and Evaluation) validated the instrument. Cronbach alpha statistics were used to obtain the reliability index value. The general reliability index of the instruments yielded a reliability alpha of .71 for PFQ and .80 for IEQ respectively.

Out of 608 copies of the questionnaire that was administered to the respondents, 518 copies were adequately filled and returned, which gave 85.2% return rate while 90 copies of the questionnaire experienced mortality which in turn gave 14.8% mortality rate or unreturned rate. The analysis of this study therefore was based on the 85.2% return rate. The data collected from the field were analyzed using Pearson Product Moment Correlation Coefficient to answer the research questions while linear regression analysis was used to test the null hypotheses at 0.05 level of significance.

IV. RESULTS

The results of the study were presented in tables and based on the research questions and the hypotheses that guided the study.

Research Question One

To what extent does quality students' hostel relate with instructional effectiveness in Universities?

Table 1: Correlation Matrix between Quality Students' Hostel and Instructional Effectiveness in Universities

		SH	IEU
SH	Pearson	1	.574
	N	518	518
	R ²	(0.329) 33%	
IEU	Pearson	.574	1
	N	518	518

QHS= Quality Students' Hostel, IEU= Instructional Effectiveness in Universities

Data in Table 1 indicate a correlation coefficient (r) of .574 which is within the coefficient limit of ± 0.40 - 0.60 indicating strong, positive and moderate relationship. This however shows that quality students' hostel to a strong, positive moderate extent relate with instructional effectiveness in Universities in Abia state, Nigeria. The coefficient of determination (R^2) of 0.329 indicates that 33% of the variance observed in the instructional effectiveness was attributed to quality students' hostel in Universities.

Hypothesis One

There is no significant relationship between quality students' hostel and instructional effectiveness in universities

Table 2: Linear Regression Analysis of the Relationship between Quality Students' Hostel and Instructional Effectiveness in Universities

Model	Sum of Squares	Df	Mean Square	Fcal	Sig.
Regression	12277.122	1	12277.122	140.329	3.81
Residual	45231.116	517	87.488		
Total	57508.238	518			

Df= degree of freedom, F = F-calculated, Correlation is significant at the 0.05 level (2-tailed)

The data in Table 2 above revealed the calculated F-value of 140.329 which is greater than the F-critical value of 3.81 at degree of freedom of 517 and 0.05 level of significance. It shows that the null hypothesis stated was rejected and alternate upheld. Therefore, there is a significant relationship between quality students' hostel and instructional effectiveness.

Research Question Two

To what extent do well-equipped library relate with instructional effectiveness in Universities?

Table 3: Correlation Matrix between Well-equipped Library and Instructional Effectiveness in Universities

		WEL	IEU
WELL	Pearson	1	.829
	N	518	518
	R^2	(0.687) 69%	
IEU	Pearson	.829	1
	N	518	518

WELL=Well-Equipped Library, IEU= Instructional Effectiveness in Universities

Data in Table 3 indicates a correlation coefficient (r) of .829 which is within the coefficient limit of ± 0.80 and above indicating strong, positive and very high relationship. This however shows that well-equipped library positively to a very high extent relate with instructional effectiveness in Universities in Abia state, Nigeria. The coefficient of determination (R^2) of 0.687 indicates that 69% of the variance observed in the instructional effectiveness was attributed to well-equipped library in universities.

Hypothesis Two

There is no significant relationship between well-equipped libraries and instructional effectiveness in universities.

Table 4: Linear Regression Analysis of the Relationship between Well-equipped Library and Instructional Effectiveness in Universities

Model	Sum of Squares	Df	Mean Square	Fcal	Sig.
Regression	49016.189	1	4916.189	491.666	3.81
Residual	51541.633	517	99.694		
Total	100557.822	518			

Df= Degree of freedom, F = F-calculated, Correlation is significant at the 0.05 level (2-tailed)

The data in Table 4 indicate that the F-calculated value of 491.666 which is greater than the F-critical value of 3.81 at degree of freedom of 766 and 0.05 level of significance was obtained. Therefore, the null hypothesis of no significant relationship stated was rejected and the alternate accepted. Therefore, well-equipped libraries have significant relationship with instructional effectiveness in universities.

Research Question Three

To what extent do physical facilities relate with instructional effectiveness in Universities?

Table 5: Correlation Matrix between Physical Facilities and Instructional Effectiveness in Universities

		PHF	IEU
PHF	Pearson	1	.860
	N	518	518
	R ²	(0.740) 74%	
IEU	Pearson	.860	1
	N	518	518

PHF=Physical Facilities, IEU= Instructional Effectiveness in Universities

Data in Table 5 shows a correlation coefficient (r) of .860 which is within the coefficient limit of ± 0.80 and above indicating strong, positive and very high relationship. This however shows that physical facilities positively to a very high extent relate with instructional effectiveness in Universities in Abia state, Nigeria. The coefficient of determination (R²) of 0.740 indicates that 74% of the variance observed in the instructional effectiveness was attributed to physical facilities in universities.

Hypothesis Three

There is no significant relationship between physical facilities and instructional effectiveness in universities.

Table 6: Linear Regression Analysis of the Relationship between Physical Facilities and Instructional Effectiveness in Universities

Model	Sum of Squares	Df	Mean Square	Fcal	Sig.
Regression	19543.227	1	19543.227	290.821	3.81
Residual	34742.611	517	67.200		
Total	54285.838	518			

Df= Degree of freedom, F = F-calculated, Correlation is significant at the 0.05 level (2-tailed)

The data in Table 6 showed that the calculated F-value of 290.821 which is greater than the F-critical value of 1.96 at degree of freedom of 7517 and 0.05 level of significance was obtained. This, however, implies that the null hypothesis was rejected and the alternate accepted. Therefore, there is a significant relationship between physical facilities and instructional effectiveness in universities.

A. Findings of the Study

The major findings from the study include:

1. Quality students' hostel significantly to a moderate extent relates to instructional effectiveness in universities. The coefficient of determination (R^2) of 0.329 indicates that 33% of the variance observed in the instructional effectiveness was attributed to quality students' hostel in universities.
2. Well-equipped libraries significantly to a very high extent relate to instructional effectiveness in universities. The coefficient of determination (R^2) of 0.687 indicates that 69% of the variance observed in the instructional effectiveness was attributed to well-equipped library in universities.
3. Physical facilities significantly to a very high extent relate to instructional effectiveness in universities. The coefficient of determination (R^2) of 0.740 indicates that 74% of the variance observed in the instructional effectiveness was attributed to physical facilities in universities.

B. Discussion of the Findings

The findings of the study were discussed according to the research questions and the major findings of the study.

The results in Table 1 and 2 indicated that quality students' hostel significantly to a moderate extent relate to instructional effectiveness in universities in Abia state. This implies that lecturers tend to carry out their instruction effectively when the students are accommodated in quality hostels. The results specifically indicated that where students' hostels have constant water supply, power, fire safety appliance as well as quality convenience and security surveillance, teachers' instructional deliveries are very effective. In other words, deplorable students' hostels can oppose effective teaching and learning in schools. The results agreed with Abdulkhali and Gwanma (2017) who found from their earlier that hostel impact on students and teacher's performances in the classroom instructional deliveries. The results equally corroborated Kolawale and Boluwatife (2016) who maintained that students who lived on campus were more likely to develop a sense of personal accomplishment and other social skills and could be involved in campus programmes, take part in extra-curricular activities than those who lived in campus and could as well achieve a high grade in their academic assessments which are the indicators of effective job performance of lecturers.

The results in Table 3 and 4 revealed that well-equipped libraries significantly to a very high extent relate to instructional effectiveness in universities in Abia state. The results showed that library well-equipped with facilities relate to a very high extent with instructional effectiveness. In other words, lecturers that are provided with well-equipped library facilities are most likely to be very effective in their job delivery. It is no doubt that lecturers that have access to libraries with adequate books, journals and internet facilities will carry out their primary duties of teaching and research effectively. The result corroborated with Nina (2008) who affirmed that the provision of quality library in the academic community enhances both the faculty members and lecturers with enhanced knowledge to function effectively in carrying out their duties. Agreeing with the results, Elliot (2016) maintained that libraries holds variety of information sources and offer various services to lecturers in supporting their instructional deliveries as well as in conducting their research.

It was discovered from the study on Table 5 and 6 that physical facilities significantly to a very high extent relate to instructional effectiveness in universities in Abia state. The results specifically indicated that physical facilities such as availability of well-developed school plants and instructional materials, procurement of quality learning facilities, availability of good convenience among others to a very high extent relate with instructional effectiveness in universities in Abia state. It implies also

that the availability and the utilization of such physical facilities relate to a very large extent with the instructional delivery. The results agreed with Saeed and Wain (2011), who in their definition of physical facilities noted that they are fundamental factors that provide better learning environment and achievement and learning outcome of students which are all the indicators of good job deliveries of lecturers in universities. The results aligned with Eugene (2013), who argued that physical facilities such as furniture, toilets and classroom as elements of students' motivational drives assist students' study effectively. He went further to argue that the adequacy of those facilities is essential for students to make significant difference in their academic performance which invariably defines lecturers' effective job delivery.

V. Recommendations

Based on the findings and conclusions of the study, the following recommendations were made.

1. Industries and other stakeholders should as part of their corporate social responsibilities assist government and Proprietors of private universities in the provision of hostels to ameliorate the challenges of shortage of hostel facilities and to enhance lecturers' effective job deliveries.
2. Government should increase the level of funding of universities to ensure adequate provision of physical facilities for effective teaching and learning.
3. Book authors, publishers, university alumni as well as other stakeholders in university system should collaborate with university administration in adequately equipping the university libraries so that both the students and lecturers could easily have access to them for effective teaching and research.

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