School Environment and Environmental Education Lecturer’s Job Performance in the University of Calabar, Nigeria

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Abstract

The study investigated the influence of school environment on Environmental Education lecturer’s job performance in the University of Calabar, Nigeria. Using purposive sampling technique, a sample of seventy six (76) lecturers teaching in the department was selected for the study. Five null hypotheses were formulated and 74 using the Pearson Product Moment Correlation Analytic statistical tool at 0.05 significant level and 74 degree of freedom. All the five hypotheses tested (school environment, classrooms, laboratories, libraries and conducive lecturer’s office spaces), showed significant influence on lecturer’s job performance. It was recommended that government and the university administration should make provision for the necessary facilities that will improve the lecturer’s working environment, thereby enhancing their job performance.

Keywords: school environment, lecturer’s job performance, school facilities, conducive office spaces, laboratories and libraries

Declaration: I declare and acknowledged that the University of Calabar's IRB has approved the publication and disclosure of the study site and the content of this work for publication, all information provided here do not infringe in any way on the rights of the authors to publish this work publicly.
Introduction

Globally, it has been acknowledged that for effective teaching and learning to take place, there must be a conducive environment where such academic transactions can take place. Learning depends mostly on the environment for which it is to be taught and learnt, the absence of contact between the learner and the environment prevent effective learning from taking place. The environment of every school setting includes the physical facilities available in the school which include: the school buildings, classrooms, halls, assembly hall, laboratory, library, lecturer’s offices, instructional materials, school facilities, internet facilities, projectors in school, laboratories or workshops and studios. The school environments also include the serene and conducive nature of the teaching and learning conditions of the school (Nadeem, Rana, Lone, Maqbool, Naz & Ali, 2011).

Lecturer’s job performance on the other hand comes in form of teaching, project supervision, and student’s grading, researching and other responsibilities assigned to the lecturers from time to time within and outside the school system. The business of establishing any educational institution, especially tertiary institutions rests wholly on the role the lecturers or teachers play in the system (Mustafa & Othman, 2010). A lecturer should have the ability to teach and the method to be used; he or she should have the knowledge of subject matter, know how to manage the classroom, have the knowledge to evaluate and assess the students and should have a good lecturer relationship with colleagues and students in the environment he or she works (Enueme & Egwunyenga, 2008). The school environment has major effects on the quality of education students received. The implication of this is that schools that fail to provide the necessary learning facilities and create an unconducive atmosphere for teaching and learning, coupled with near absence of qualified lecturers may hardly put in their best in their student, especially in the areas of performance (Adelabu,
The quality of education does not only depend on the lecturer teaching performance, but also on how to control the school environment effectively.

Thus, they rather encourage indiscipline among students by their attitude as they may have negative influence on their performances. Lecturers should have these skills and ability that can be reflected in their student’s performance in the subject they teach in which students will be able to make connection between what is taught in schools and its application in problem solving in real life. Studies have shown that there are some factors which influence students learning in every school setting, some of these factors include peer influence, teacher’s knowledge of subject matter, teacher’s pedagogic knowledge of the rudiments of their subjects, teacher’s classroom management skills, teaching methods, instructional models and facilities, school location, classroom conditions in terms of size, sitting arrangements, illumination, ventilation, and peer influence. Other factors include teacher’s relationship with their students, teacher’s attitude towards work, student’s study habits, student’s attitude towards their education in terms of studying, attending classes or lectures, student’s chronological age, mental age and preparedness to learn among others (Bisaso, 2010; Aworemi, 2011; Kasule, 2015).

Many other scholars also looked at the school physical infrastructures, facilities, libraries, laboratory, studios, workshops and other co-curricular activities like sports, recreation etc. Others included lecture venue, lecturer’s office space and furnishing, laboratory and libraries with functional amenities like cooling system, internet connectivity, subscription to modern and current journals, university exchange programs available to lecturers to rejig their knowledge every now and then for current materials to enable them to

The school building is one of the most important educational facilities in the life of any school. Apart from protecting the lecturers from the sun, rain, heat and cold; the school building represents a learning environment, which has a tremendous impact on the comfort, safety and performance of the lecturers and the students. It is on this strength that Uche, Fiberesima & Christiana, (2011). observed that school building provides basic housing accommodation for both the lecturers and their students and forms one of the best learning facilities. Enueme & Egwunyenga, (2008) classifies school buildings into classrooms, workshops, libraries, laboratories, teaching and non-lecturers offices, staff quarters, college, chapels, administrative blocks and studios.

Jayaweera, (2015) posited that school buildings are activities involving careful planning, site selection, designing construction of new buildings or expansion/modification of old or existing school building. Muchhal, (2014) observes that school building must be of the right kind, that there must be an adequate space for teaching and learning. Jayaweera, (2015) found that there are different classes of school buildings which when managed properly, impact on the job performance of lecturers as follows:

a. Classrooms: Helps lecturers to improve on their teaching methods and communication skills.

b. Workshops: Helps lecturers to impact vocational skills to the students and improve their mastery of subject taught in the workshops.

c. Libraries: Helps lecturers with up to date resources to keep them abreast of new development.
d. Assembly halls, college chapel and refectory: Helps lecturers in demonstrative teaching of drama, music and creative arts and also effective supervision of internal and external supervision.

e. Teaching and non-teaching staff quarters: The proximity of these buildings to work positions boost the moral and performance of lecturers.

f. Administrative block serves as source of information on job description and specification, appraisals, commendations or sanctions all which aid the improvement of lecturers job performance

While Chandrasekar, (2011) maintained that in modern civilization, the school environment should be an agency for advancement of knowledge but not stagnating force for traditionalism. Based on this direction, Akinyele, (2007) posited that calm school atmosphere enhance the lecturers ability to prepare for lecture delivery, which at the same time enhances student’s comprehension of what the lecturers teach in the classroom. A calm environment for learning is the key to academic performance. Okoyo & Ezejiofor, (2013) observed that the school environment has a lot of impact on the works that is done in the school, if the building are traditional four high walls, the lecturers becomes more inclined to teaching in the traditional way as he was taught. But if it is the motivating modern walls with the necessary facilities, the lecturer is tempted to seek for ways to improve his job performance in the school.

In Udo (2002) cited in Okoyo & Ezejiofor, (2013) research on the relationship between classroom environment and student’s academic performance in secondary school student in Itu Local Government Area, the findings from the study shows that students with conducive classroom environment did better than those without such environment. This implies that there is a relationship between academic performance of students and their classroom
environment (Sujit, 2014). Ng’ethe, Iravo & Namusonge, (2012), found that it is the responsibility of the lecturers to make sure that classroom are well organize and controlled, because good classroom management goes hand in hand with good teaching. By formal description, the classroom stands for any place specifically set apart for the conduct of teaching / learning exercise. It can be the mechanics workshops, the introductory technology workshop, the carpenter’s shed, a theatre, the museum, an exhibition centre, a room in a school building etc. whichever it is, the central purpose is that of teaching and learning.

Thus, the classroom provides an excellent forum for exchange of ideas. All that have been pointed out as activities taking place in the school are usually staged within the classroom. These marks out the classroom as a centre where the ancillary tasks are performed, it is a place for the testing of research findings, a place for the inculcation of the virtues of accommodation and availability. It serves as centre for the co-ordination of learning experience, through the process of teaching and learning (Rwothumio, 2010). The classroom resources include among other things the lecturers, setting and arrangement of desks to create space for each passage and ventilation in the classroom to impact knowledge and keeps record of the students that come to learn and pay school fees. The curriculum that are broken into syllabus, modules and diaries, time table, table of rules and regulations and the environment or the school environment, when these resources are brought together following a definite rational pattern for the sole purpose of setting up a learning and teaching situation.

According to Masum, Azad & Beh, (2015) classroom environment that appeals to everyone is the room that is equipped with good and modern facilities such as ceiling fan, lighting system and should be airy and spacious to enable ease of passage and supervision. It is the duty of the lecturer to arrange the student desk in rows and columns. It is also pertinent
for a lecturer to know the name of students in the class. The lecturer should face the students while teaching and clam while writing on the board also to make writing bold and legible and voice modulation should be moderated. According to Imrab, Mushtaq & Qudsia, (2013), classroom lighting plays critical role in lecturer’s job performance, where the idea of lighting is the provision of adequate illumination with proper balanced brightness for the classroom for students to see well during the teaching and learning process.

Zainudin, Junaidah & Nazmi, (2010) observed that lighting which enhances sights and seeing should be flexible, glare free, well distributed and steady. Classroom lighting should not be too bright as to produce direct glare. According to Taiwo, (2014), the purpose of classroom ventilation is to guard against contaminant that may build up inside. Such contaminant come from people breathing, skin and body odor, cleaning agents and lots more, which could be detrimental to health if proper classroom ventilation is the case. Oluchukwu, (2000) found that the acoustics of many classroom environments are so poor, making listening and learning, to lecturers very difficult. School environment need good ventilation because children breathe a greater volume of air in proportion to their body weight than adults do. Emetaron, (2000). observed that for effective learning and teaching, classroom facilities such as office machine fire alarm system and other equipment should be put in place. Classroom facilities toilets, laboratory equipments, tables and chairs should be provided.

The school library is an important department within the school system. The contribution of a school library to effective teaching and learning is obvious. Nakpodia, (2011) found that it is an inseparable part of instruction, serving as a repository of information for both the lecturers and learners. A well equipped library is a store house of knowledge and a centre of learning activities. Most authors have observed that the library
services constitute one of the instruments needed for the improvement of educational
standard. Perhaps, it is in recognition of this fact that the Nigeria National Policy on
Education (2004) emphasized the importance of libraries in institutions and the role of
libraries in the educational process in Nigeria. It is believed that library hold the key to
national development and libraries are learning laboratories to academic institutions and
members of the public. In modern times, the strength or weakness of any institutions is
determined by the ability of the institution library to stock and provide relevant materials as
well as members of its community being able to utilize its stock of information resources
therefore, information in the library are necessary ingredients for rapid academic growth and
attainment of set goals. The library is regarded as the route that leads to sound knowledge and
to academic excellence.

Naikote & Bakkabulindi, (2011) observed that apart from helping in promoting
growth and knowledge if properly organized and used, a good library motivates and enhances
lecturers interest in reading and learning while at the same time helps the lecturers in their
teaching research, as well as professional development. Srivastava, (2008), maintains that the
major objectives of the library should include the following:

1. To acquire books as well as other materials to meet the demands of the curriculum
   and the needs of lecturers
2. To guide the lecturers in their choice of books and other materials for learning
3. To develop lecturers skills resourcefulness so that they can make profitable use of
   libraries and cultivate habit of individual investigation.
4. To establish a variety of interests among lecturers
5. To encourage live long education through subsequent use of library resources
Inayatullah & Jehangir, (n.d.) asserts that every library requires knowledge skills and experience in handling different facets of the school system, and for effective teaching and learning situation, library facilities should be provided. The librarian plays a major role in planning, organizing and coordinating other resources in the library to ensure that the facilities are effectively managed. Also, the lecturers and students contribute to the effectiveness of the library facilities management. In this way, both students and lecturers will be willing to contribute towards a sustainable and effective management of library facilities. According to Uche, et al., (2011) a productive laboratory environment is a lecturer’s centered classroom which is interactive, comfortable and collaborative learning is encouraged. The science laboratory consist of every environment in which nature may be investigated and observed in a well equipped classroom or in the field and has no boundaries. The laboratory practices generally aim at improving conducive environment and observation for conducting the experiments, in a well equipped laboratory and experiment with co-operative and individual in open needed laboratories and discovery based, where the lecturer’s transform learning activities by applying theoretical concepts to relevant and appropriate real life problems.

It is unfortunate to state that Nigeria as a nation is lagging behind in terms of technological and scientific knowledge because of the near absence of laboratory equipments to carryout ground breaking discoveries or experiment; hence we are where we are due principally to the absence of these laboratory equipments. Modern education system globally make use of scientific and technologically equipped laboratories to discover new technology and apply them for the growth and development of any nation, unfortunately, Nigeria is not bothered yet about her technological and scientific development (Mustafa & Othman, 2010). If not, why are our university systems still struggling for government to fund universities,
revitalize universities and also improve lecturer’s condition of services till this time? Learning is made concrete when students are able to use their hands and carry out inquiry into theoretical facts by translating them into practical facts, thereby contributing to discoveries and advancement. Most scholars have posited that well equipped and functional laboratory allow students to translate theory into reality in every school setting (Enueme & Egwunyenga, 2008; Adeyemi, 2010; Chandrasekar, 2011).

When students have good laboratory, they perform assorted experiment which allows for knowledge germination and explosion. Some authors are advocating for the provision of multi-functional and well equipped laboratory and studios for the teaching and learning of students, especially in the performing Arts, sciences and technological courses (Chandrasekar, 2011).

Adeyemi, (2010) opined that office space is an important factor in school design and drive a lot of costly facility related issues that are part and parcel of the school building, planning, design, construction, cost maintenance and operation. Lecturer’s office space is a determining factor to the ratio of lecturers needed in school. Awaremi, (2011) stated that smallest office space must be one lecturer. An office space therefore should range from one lecturer to two to enhance high level of lecturer’s job performance. According to David (2009), office space is a room in a building that provides a suitable environment. Kasule, (2015) found that office space is a building or part of a building that can be used as an office. Kennedy (2001), maintained that office space is generally a room or other area where an organization employees performs administrative work in order to support and realize the objectives and goals of the organization. Feldhusen (2012) cited in Kasule, (2015) maintained that there are different ways of arranging the space in a office and whilst these vary according to functions, managerial fashions and the culture of specific school can be
even more important. While offices can be built in almost any building, some modern requirements for offices make this more difficult, such as requirements for light, networking and security. The major purpose of an office space is to provide a work place and working environment primarily for administrative and managerial lecturers. These lecturers usually occupy set areas within the office building and usually provided with desks, and other equipments that may need within the school.

There have been expressed concerns and complaints from the public about the decline in quality of lecturers and their level of dedication to scholarship and teaching. They are blamed more for being unable to produce and deliver suitable knowledge in order to meet the social and economic needs of the country. The investment in education is expected to yield a corresponding result, but the poor performances of lecturers in schools have become very worrisome. Some have pointed to factors like lack of instructional materials, inadequate facilities, classrooms, poor libraries etc to be responsible for this ugly trend. This study therefore sought to explore the relationship between school environment and Environmental Education lecturer’s job performance in the University of Calabar, Nigeria. Based on this, the researchers formulated five null hypotheses to guide the study. The null hypotheses were tested using the Pearson Product Moment Correlation Analysis.

Research design and methods

The survey inferential research design was adopted for this study. The study area is the department of Environmental Education, University of Calabar, the University of Calabar is located in Calabar Municipal Local Government Area. Calabar, where the university is located lies between Latitude 04.15° and 4.55° N of the Equator and Longitude 8.25°E and 8.68°E of the Greenwich Meridian. Calabar is the seat of the State capital and has other
tertiary institutions like the Cross River University of Technology, College of Health Technology, University of Calabar Teaching Hospital, Schools of Nursing and Midwifery among others.

The University of Calabar where this study is located in the department of Environmental Education has about 16 faculties, while the department of Environmental Education is located in the Faculty of Education, which is one of the faculties in the University. The Faculty of Education has 13 departments, with department of Environmental Education as one of them. In 2013/2014 academic session, the Department of Environmental Education was given its autonomy as a stand-alone department, with 8 academic staff as pioneer lecturers in the new department. Today, the department has about 26 lecturers and 11 non teaching staff. The department runs two streams of degree programs, the National University Commission program which last a period of 4 years, while the University part time program last a period of 5 years with the 5 areas of specializations. The 5 areas of specializations are: Tourism and Eco-management (ETE), Forestry and Wildlife Resources Management (EFW), Community Environmental Services (ECS), Gender Studies (EWE), Population and Resources Management (EPR) and Pollution and Waste Management (EPW) with a student population of about 732 including the Master’s degree program students.

The population of this study consists of all the permanent lecturers teaching in the department of Environmental Education and borrowed lecturers from other departments teaching courses for Environmental Education department. According to the course allocation schedule for the second semester courses for 2017/2018 and 2018/2019 first semester academic session, 78 lecturers are involved in teaching courses in the department; this formed the population/sample of the study. The sampling technique used to select the 78 lecturers as sample of the study is the purposeful sampling technique. The instrument used for data
collection is a structured questionnaire, divided into two sections with four point modified likert scale type response options.

The researcher collected the course allocation schedule from the Head of Department of Environmental Education and sought the department of the borrowed lecturers and personally administered the instrument to them in their respective offices and departments and same collected by the researcher. In all, a total of 76 respondents responded to the questionnaires, while two respondents were never seen in their offices for quite a long period of about 2 months.

**Results and discussion**

Hypothesis one: There is no significant relationship between school environment and Environmental Education lecturer’s job performance in University of Calabar. The result of the Pearson product moment correlation analysis is shown on table 1.

The result of data analyzed on table 1 revealed that there is a significant relationship between school environment and Environmental Education Lecturer’s job performance in the University of Calabar, (r=0.673; p<.05). Meaning that school environment influences the extent to which Environmental Education lecturers perform their jobs in the University of Calabar. This result is so because the calculated (r) of 0.673 is higher than the critical r-value of 0.136 at .05 level of significance and 74 degree of freedom.

<table>
<thead>
<tr>
<th>Variables</th>
<th>X</th>
<th>SD</th>
<th>R</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School environment</td>
<td>12.32</td>
<td>3.34</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Based on this result of analysis, the null hypothesis was rejected since the result is significant, while the alternate hypothesis which states that there is a significant relationship between school environment and Environmental Education lecturer’s job performance is accepted.

**Hypothesis two:** School classroom facilities do not significantly influence Environmental Education lecturer’s job performance. The result of data analysis is shown on table 2.

Table 2: Pearson Product Moment Correlation Analysis of the relationship between school classroom facilities and Environmental Education lecturer’s job performance (N= 76)

<table>
<thead>
<tr>
<th>Variables</th>
<th>X</th>
<th>SD</th>
<th>R</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School classroom facilities</td>
<td>12.46</td>
<td>3.52</td>
<td>0.773**</td>
<td>.000</td>
</tr>
<tr>
<td>Lecturer’s job performance</td>
<td>12.58</td>
<td>3.98</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The result of the correlation analysis presented on Table 2 revealed that school classroom facilities significantly influence lecturer’s job performance in the department of Environmental Education in the University of Calabar. This result is so because the calculated result is higher than the critical table value, hence the null hypothesis was rejected, while the alternate hypothesis is accepted. This therefore means that school classroom facilities influences Environmental Education lecturer’s job performance, (r= 0.773; p<.05). Arising from this result, which clearly shows that there is a significant relationship between
school classroom facilities and lecturers job performance, hence the classroom with which a lecturer is to teach for his students to learn must meet the criterion set for that class to be called a conducive learning classroom.

**Hypothesis three:** There is no significant relationship between library facilities and Environmental Education lecturer’s job performance. The result of the analysis of data is as shown on table 3.

Table 3: Pearson Product Moment Correlation Analysis of the relationship between library facilities and Environmental Education lecturer’s job performance (N=76)

<table>
<thead>
<tr>
<th>Variables</th>
<th>X</th>
<th>SD</th>
<th>R</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>University library facilities</td>
<td>10.63</td>
<td>3.19</td>
<td>0.66**</td>
<td>.000</td>
</tr>
<tr>
<td>Lecturer’s job performance</td>
<td>11.83</td>
<td>2.98</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant at .05, r-critical = 0.136, df = 74

Table 3 shows the result of data analysis of the relationship between school library facilities and Environmental Education lecturer’s job performance in the University of Calabar. From the result of the analysis, the calculated r value is 0.66, while the table value (r) is 0.136 at 0.05(r=0.66; p<.05) significant level and degree of freedom of 74. This result is significant; therefore the null hypothesis of no relationship is rejected, while the alternate hypothesis which states that there is a significant relationship between school library facilities and Environmental Education lecturer’s job performance is accepted. The result therefore revealed that school library facilities do influence Environmental Education lecturer’s job performance in the University of Calabar. This result has come to support the result of Bisaso, (2010) who found that the library is the store house of knowledge and for any lecturer in the
academic world to be grounded in his area of specialization, the lecturer would need a functional library to build up his knowledge base and to keep him abreast of current research outcome and finding. This will also keep the lecturer informed about new innovations in terms of pedagogy, evaluation methods and feedback mechanism during the transaction of teaching and learning.

**Hypothesis four:** There is no significant relationship between laboratory facilities and Environmental Education lecturer’s job performance.

Table 4: Pearson Product Moment Correlation Analysis of the relationship between school laboratory facilities and Environmental Education lecturer’s job performance (N=76)

<table>
<thead>
<tr>
<th>Variables</th>
<th>X</th>
<th>SD</th>
<th>R</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School laboratory facilities</td>
<td>11.45</td>
<td>3.23</td>
<td>0.74**</td>
<td>.000</td>
</tr>
<tr>
<td>Lecturer’s job performance</td>
<td>11.633</td>
<td>3.57</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant at .05, r-critical = 0.136 df = 74

The result of the analysis presented in Table 4 showed a significant relationship between school laboratory facilities and Environmental Education Lecturer’s job performance in the University of Calabar, (r=0.74; p<.05). Because the calculated (r) of 0.74 is higher than the critical r-value of 0.136 at .05 level of significance and 74 degree of freedom, the null hypothesis which states that, there is no significant relationship between school laboratory facilities and Environmental Education lecturer’s job performance is rejected, while the alternate hypothesis is accepted, hence there is a significant relationship between school laboratory facilities and Environmental Education lecturer’s job performance in the University of Calabar.
Hypothesis five: Conducive lecturer’s office space does not significantly influence Environmental Education lecturer’s job performance in University of Calabar.

Table 5: Pearson Product Moment Correlation Analysis of the relationship between conducive lecturer’s offices and Environmental Education Lecturer’s job performance, (N=76).

<table>
<thead>
<tr>
<th>Variables</th>
<th>X</th>
<th>SD</th>
<th>R</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conducive lecturer’s offices</td>
<td>11.52</td>
<td>2.83</td>
<td>0.823**</td>
<td>.000</td>
</tr>
<tr>
<td>Lecturer’s job performance</td>
<td>12.56</td>
<td>3.38</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant at .05, r-critical = 0.136, df = 74

The result of data analyzed on table 5 revealed that there is a significant positive relationship between conducive lecturer’s offices and Environmental Education lecturer’s job performance in the University of Calabar, (r=0.823; p<.05). Meaning that, conducive lecturer’s offices enhance Environmental Education lecturer’s job performance in the University of Calabar. This result is so because the calculated (r) of 0.823 is higher than the critical r-value of 0.136 at .05 level of significance and 74 degree of freedom, based on this result of analysis, the null hypothesis which stated that, there is no significant relationship between conducive lecturer’s offices and lecturer’s job performance is rejected, while the alternate hypothesis which states that there is a significant relationship between conducive lecturer’s office and their job performance is therefore accepted.

Discussion of findings

This result supported the earlier finding of Kasule, (2015) who found that school environment encompasses all aspect of the physical environment of the school, its location, the building...
structure, the sitting arrangement, the classroom size, the peer influence among others. The author found that when these conditions are not conducive, teaching and learning are then impaired. That in the business of teaching and learning, the school environment must be conducive devoid of noise, violence and rancor where students can comfortably sit to study. This implies that teaching and learning can best be done under a serene and quiet place.

This result also confirm the findings of Ollukkaran & Gunaseelan, (2012) who reported that certain factors influence students learning and lecturer’s job performance, this author saw the lecturer as the chief driver of the learning process and if the school environment is not the type that motivates the lecturer to perform his job, then every step should be taken to provide the necessary requirement for a well arranged and conducive learning environment for the students. Ollukkaran & Gunaseelan, (2012) believed that certain factors influence human learning, where the teacher is the leader in the discovery of inquiry into fundamental knowledge. These factors include the school environment which must be friendly, accommodating and recreating. Students are bound to learn if they are taught under civil atmosphere.

It is in view of this that scholars like Kiruja & Karanja, (2013); Ruchi & Surinder, (2014); Jayaweera, (2015) submitted that learning must take place in a quiet environment where there should be a constant interaction between the teachers and the learners, this can only occur when the environment is devoid of noise, well arranged sitting position, lighting system and an airy environment, where teaching is done with minimal stress and learning naturally occurring. The implication of this result therefore is that for lecturers in Environmental Education to adequately perform their jobs, they should be a conducive teaching environment, where both the lecturers and their students can comfortably be seated, with proper illumination and ventilation.
It is however observed that if lecturers have a proper school or learning environment, they will give in their best to make sure students are taught and results achieved. Based on this result, it is therefore very pertinent for lecturers in Environmental Education to be provided with conducive teaching and researching environment, which will motivate them to work maximally for the attainment of the objectives of establishing the university system.

This result is in line with those of Muchhal, (2014) who posited that for a classroom to allow for easy, effective and efficient teaching and learning, the classroom must have a well arranged sitting pattern and facilities, it must be properly illuminated, airy and well ventilated for easy teaching and learning. If need be, fans and other cooling system should be provided for the enjoyment of the students, thereby making them relaxed and prepared for any kind of academic rigors. This result is further confirmation of the earlier result obtained by Okoyo & Ezejiofor, (2013) and Sujit, (2014) who in their respective studies found a positive significant relationship between classroom facilities and lecturer’s job performance in public tertiary institutions.

The position canvassed by these authors is that teaching and learning needs well organized classrooms, with function facilities like air conditioners, fans, lighting systems, public address system, proper ventilation, conducive chairs and table for writing and sitting. It is necessary that a class that will cater for above thirty students should have a public address system, multimedia projector and a functional microphone for the lecturer’s use. Once these are provided in the classrooms, teaching is improved and learning becomes more efficient and effective. This will reduce the burden of shouting and straining the lecturer’s voice so that students can hear the lecturer from whatever sitting position they have in the classroom.
This is also in line with the result of Taiwo, (2014) who found that for efficient and effective teaching to take place, every lecturer, not only in Environmental Education, but every other department needs a well arranged classroom, where free movement in the class is guaranteed, lecturers can see their students from whatever they are sitting and can professionally manage the students in terms of controlling their actions and also evaluating their student in terms of identifying individual differences during teaching; like identifying slow learners and fast learners too, in order to balance the space of teaching and learning. It is therefore necessary to state categorically that for effective teaching and efficient learning to take place, lecturers should be provided with conducive and well arranged classrooms with state of the art facilities, this will reduce the burden of teaching on the lecturer, make learning more rewarding and promising, while at the same time reducing stress and strain on the part of both the lecturers and their students.

Rwothumio, (2010), was however not different from the other researchers, the author found a significant positive relationship between school library facilities and Environmental Education lecturer’s job performance in the University of Calabar. The implication of this result is that current materials are available in a modern library, where new knowledge can be acquired and where the lecturer too can get himself acquainted with current research outcome and modern methods of lesson delivery like Information communication and technology in Education (ICT in Education). It is very pertinent to state that modern teachers should prepare for their lectures before entering the classroom to teach, modern topics and current facts can be gotten from a functional and well stocked library. Hence the library should be seen as a lecturers’ handbook or guide book for effective and efficient teaching and other job performance in the university system.
Modern day library has gone beyond the normal and traditional large houses stocked with hard copies of books, to modern virtual library where materials can also be sourced from other foreign universities without necessarily going to those countries or libraries to get such materials. In modern times there is university interlibrary borrowing services, here one can stay in Nigeria and borrow textbooks from other foreign libraries like Columbia University, Oxford University and Cambridge University. Rwothumio, (2010) had therefore nailed this result to others when the author said; teachers should consult the library always before and after every class to get clarification and new knowledge to improve his job performance.

It is on the strength of this argument that Okoyo & Ezejiofor, (2013) asserts that every library requires knowledge skills and experience in handling different facets of the school system, and for effective teaching and learning situation, library facilities should be provided. Therefore, lecturers need the library for update on pedagogy, methodologies, evaluation and current information for their student’s consumption.

By virtue of the fact that Environmental Education is a continuation of Environmental science and Environmental Studies, nature itself is a natural laboratory for the study of the environment, however, data generated from the field needs to be analyzed before results can be interpreted and then awareness, which Environmental Education seeks to carry out can then be done. Nearly every scientific process needs laboratory for its experiments. Environmental Education needs a laboratory to enable the lecturer’s teach their students how to manage waste, identify polluted soils, water, air etc. Environmental Education lecturers need functional weather stations for measuring climatic conditions for prediction and analysis. All these facilities fall under laboratory facilities.

This result is in line with those of Sujit KB (2014) Ng’ethe, et al., (2012) and Okoyo & Ezejiofor, (2013), who found that every scientific discovery was carried out in a laboratory,
and for effective service delivery, Environmental Education lecturers should be able to use, manipulate and translate scientific codes into solving environmental problems. By so doing, these lecturers can then teach functional scientific and technological skills to their students, who will translate this classroom knowledge into societal development, technologically or scientifically.

Judging from the finding of Okoyo & Ezejiofor, (2013) and the author’s assertion that a functional laboratory holds the key to any nation’s technological development, this assertion thus highly placed a serious premium on the all importance and usefulness of the laboratory in the scheme of knowledge, especially environmental knowledge. The Environmental scientists needs to collect data, prepare such data, analyzed them, model them and may be use time serious analysis to forecast climatic conditions for agricultural purposes, for aerial navigation and for climate change planning, adaptation and mitigation. After all these data has been analyzed and modeled, the Environmental Educator who is also an environmental scientist will take up the interpretation of the data and transform them into knowledge where he will use such information to create the needed awareness. This position has similar results with the findings of Akinyele, (2007); Chandrasekar K (2011); Kiruja & Karanja, (2013).

This therefore means that lecturers need very conducive office spaces with correct lighting system, well ventilated and airy office, with state of the art facilities like restroom, internet connectivity, electricity, fan and cooling system, refrigerators, water and water heater and intercom to enable lecturers get to any part of the world’s library without necessarily paying heavily to get materials in their hard copies. Office spaces occupied by a lecturer portray the type of lecturer he or she is and the extent to which he or she can effectively and efficiently do their jobs. After a strenuous lecture, a lecturer is expected to retire to his office,
take a little rest, freshen up and prepare for the next lecturer, but where these facilities are not available, the lecturer is forced to work under duress, stress and fatigued. The lecturer’s spirit is dampened to work for the collective interest of the organization. This condition effects the lecturer’s productivity and service delivery.

This finding has confirmed the finding of Ollukkaran & Gunaseelan, (2012); Imran, et al, (2012); Ruchi & Surinder, (2014), who found a positive correlation between lecturer’s office spaces and their teaching effectiveness in the university system. This result also is a further confirmation of the result of Nadeem, et al., (2011), who found a positive correlation between lecturer’s conducive office space and their job performance effectiveness and efficiency in tertiary institutions. This result however is at variance with the finding of Kiruja & Karanja, (2013) whose result shows no significant relationship between conducive lecturer’s offices and their job performance. These authors concluded that offices spaces and the facilities occupied by lecturers do not significantly influence their job performance.

This is against the populist point of view that a conducive environment enhances an effective and efficient job performance and service delivery. Based on the forgoing arguments, it is very clear that every lecturer, not only in the university of tertiary institutions, but in every facts of the school system needs very conducive office space with states of the arts facilities to enable such teachers or lecturers perform optimally in order to enhance their productivity in the organization. These are other forms of motivation which workers can be given to encourage them to do more in their work place.

**Conclusion**

Based on the result from the analysis, it was discovered that school environment, classroom facilities, library facilities, laboratory facilities and lecturer’s office spaces all influences
Environmental Education lecturer’s job performance in the University of Calabar. Based on this strength, this research concluded that the above variables under study significantly influence Environmental Education lecturer’s job performance in the University of Calabar. Therefore, University of Calabar should provide the needed facilities to enable lecturers perform their job effectively and efficiently.

Recommendation

Arising from the result of the analysis and the finding of this study, the following recommendations were made:

- Government should assist the universities by providing the necessary infrastructure and other facilities for the comfort of the lecturers and students in the teaching and learning business. This can be done through the need assessment and effective implementation of the assessment required.
- University management should also make provision for office spaces and other necessary facilities to make teaching and learning most comfortable for their staff and students.
- Universities should also use their internally generated revenue for the improvement of their staff condition of services; this would guarantee maximum productivity to the university.
- There should be public–private partnership, where spirited individuals can contribute facilities and other infrastructure to the universities.
- Alumni members should contribute to the development of the infrastructure and facilities in the university.
- Lecturers should also develop strategies and modalities for generating revenue to help bridge the gap.
Since the top down management approach has failed to yield the desired result in terms of infrastructure and facility provision, the university management should decentralize infrastructural development o departmental level, this can be achieved by allowing respective departments to collect student’s admission acceptance fee and other charges and pay a percentage to the university. While the departments use their share for the construction of classrooms and office spaces for their students and staff.

Implication for policy formulation and action

Based on the outcome of this research, government should formulate a policy mandating universities and other tertiary institutions to make adequate provision for well equipped and furnished staff offices to enable them carry out ground breaking researches. Government at all levels should make it a matter of policy to provide the needed resources, to provide functional infrastructures and facilities including libraries and laboratories. Current textual materials especially soft copies from other universities and publishing houses should be stocked in the library with state of the arts materials for lecturers and students use. By so doing, researchers can comfortably perform their jobs and carry out researches that can make contribution to national development and technological advancement in Nigeria.

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