

Assessment of Work Environment on Staff Productivity and Service Delivery in Akwa Ibom State College of Education, Nigeria

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Abstract

This study examined the effect of work environment on service delivery in Akwa Ibom State College of Education, Afaha Nsit, focusing on road networks and office facilities. Two research questions, two hypotheses and descriptive survey design was adopted to guide the study. The population comprised 606 staff members (209 academic and 397 non-academic), with a sample of 71 respondents (34 academic and 37 non-academic) selected through simple random sampling. Data were collected using a 12-item structured questionnaire rated on a 5-point Likert scale, validated by three experts and tested for reliability using Cronbach alpha, which yielded 0.81. Data analysis involved mean and standard deviation for research questions and t-tests at 0.05 significance level for hypotheses. Findings showed that functional internal and external road networks supported the movement of staff, students and instructional materials, reduced delays and improved access to offices and service points. Office facilities such as furniture, computers, internet access, electricity, and storage systems improved staff productivity, work efficiency and administrative performance. T-test results indicated no difference between academic and non-academic staff perceptions, showing a shared view of how these factors affect service delivery. The study concluded that work environment affects service delivery at the College and recommended maintenance of road networks, upgrading office facilities and implementing a structured facility management plan to maintain improvements and support effective institutional operations.

Keywords: Work Environment, Service Delivery, Office Facilities, Road Network, College of Education, Electricity

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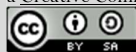
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INTRODUCTION

The quality and effectiveness of service delivery in higher education institutions are closely tied to the adequacy of the work environment in which academic and non-academic staff operate. The work environment represents a broad construct that encompasses both tangible and intangible elements of institutional life, ranging from physical infrastructure such as roads, offices and learning facilities to psychosocial factors including administrative systems and staff welfare (Chukwujindu et al., 2024). In higher education, where service delivery largely depends on human effort rather than the transfer of physical goods, the quality of the work environment has profound implications for staff motivation, job satisfaction, productivity and ultimately, institutional outcomes (Mfon & Ekong, 2021).

Service delivery in tertiary education is multidimensional, covering teaching and learning activities, administrative functions, student welfare, research services and access to

educational resources (Ekpoh, 2018). Unlike conventional products, these services are inseparable from the individuals who perform them, making the human element inseparable from institutional performance (Chiana & Okpara, 2023). Consequently, the effectiveness of service delivery is directly influenced by the conduciveness of the work environment, including the availability of physical facilities and the efficiency of administrative support systems (Fatima & Joshua, 2024). In Nigeria, however, persistent systemic inadequacies such as infrastructural decay, underfunding and insufficient welfare provision continue to undermine the ability of education system to deliver quality services, thereby affecting institutional credibility and student outcomes (Ekpoh, 2018; Ibanga & Akpan, 2024).

One critical dimension of the work environment in academic institutions is the adequacy and functionality of road networks. In College of Education, internal roads are essential for ensuring the seamless movement of staff, students and instructional resources. At Akwa Ibom State College of Education (AKSCOE), Afaha Nsit, poorly maintained and congested internal road networks have been observed to hinder smooth mobility, thereby causing delays in lecture delivery, administrative operations and support services (Williams & Ataire, 2025). According to Williams and Ataire (2025), congestion and poor road conditions often create logistical challenges that not only increase stress among staff and students but also reduce the efficiency of institutional service delivery. For instance, delays in staff and students accessing lecture halls, administrative offices and laboratories compromise punctuality, while the movement of instructional materials is frequently obstructed, cumulatively diminishing productivity and efficiency (Ekpoh, 2018). External road connectivity also matters significantly, as it influences punctuality, reliability of institutional operations and the accessibility to stakeholders from outside the campus (Offong, Asangausung, Udom & Solomon, 2023; Ibanga & Akpan, 2024). Thus, the condition of road networks is more than a matter of physical convenience; it is a strategic determinant of educational service delivery and institutional effectiveness.

In addition to road networks, the availability and adequacy of office facilities constitute another fundamental aspect of the work environment that directly affects service delivery. Office facilities in higher education institutions extend beyond the mere provision of physical office space to include functional furniture, adequate electricity supply, access to clean water and sanitation, internet connectivity and effective record-keeping systems. At Akwa Ibom State University, insufficient and poorly maintained office facilities have been reported as significant impediments to administrative efficiency (Mfon & Ekong, 2021). Challenges such as delays in accessing academic records, transcripts and certificates are often linked to inadequate ICT infrastructure, inefficient storage systems and limited office space (Quadri et al., 2024). Such administrative bottlenecks compromise institutional credibility, delay students' graduation and job application processes and weaken stakeholder confidence in the institution.

Well-equipped office facilities play a vital role in motivating staff and enhancing job satisfaction. Ergonomic office layouts, reliable electricity, digitalised record-keeping and internet access not only create a conducive working atmosphere but also enhance the speed, accuracy and timeliness of service delivery (Akinlade, Ajegbomogun & Okorie, 2022). On the contrary, deficiencies in these areas demotivate staff, reduce their organisational commitment and ultimately result in suboptimal service outcomes (Olayemi & Ige, 2020). In today's knowledge-driven society, digitalisation of records and administrative processes is increasingly vital for accountability and transparency; however, its effectiveness is contingent upon the availability of adequate physical infrastructure, functional ICT systems and staff readiness to adopt change (Williams & Ataire, 2025).

The interplay between road networks and office facilities at AKSCOE reflects broader systemic challenges. AKSCOE, which has produced over 30,000 graduates since its establishment and continues to serve as a strategic hub for teacher education and human capital development in the South-South geopolitical zone, the implications of these work environment factors are particularly significant (Williams & Atairet, 2025; Mfon & Ekong, 2021). As such, understanding the extent to which road networks and office facilities affect service delivery is vital for informing evidence-based policy interventions, institutional reforms and resource allocation strategies aimed at optimising operational efficiency and educational outcomes. In light of these realities, this study examined the effect of work environment on service delivery in Akwa Ibom State College of Education, Afaha Nsit, with a particular focus on the effects of road networks and office facilities.

Statement of the Problem

The effectiveness and efficiency of service delivery in tertiary institutions are inextricably linked to the quality of the work environment, encompassing both infrastructural and administrative provisions (Quadri, Bakare-Fatungase & Akinyemi, 2024; Chukwujindu, Achugbue & Ogbomo, 2024). At Akwa Ibom State College of Education, empirical observations indicate persistent inadequacies in internal road networks, office facilities and accessibility to academic resources, all of which impede institutional operations and compromise service delivery (Ibanga & Akpan, 2024; Kasimu, Matakhitwen & Emmanuel, 2024). Specifically, poorly maintained pathways and congested internal roads hinder the efficient movement of staff, students and instructional materials, resulting in delays in lecture delivery, administrative operations and execution of support services, which cumulatively diminish overall productivity and operational effectiveness (Genty et al., 2025; Akinlade, Ajegbomogun & Okorie, 2022).

The administrative infrastructure and office provisions at AKSCOE have been reported to be insufficient in facilitating timely access to essential academic records and documents, including transcripts and certificates (Mfon & Ekong, 2021; Fatima & Joshua, 2024). Suboptimal ICT facilities, inadequate office space and inefficient record-keeping systems exacerbate delays, adversely affecting students' graduation timelines, alumni employability and overall institutional credibility (Quadri et al., 2024). These infrastructural and administrative bottlenecks not only erode staff motivation and job satisfaction but also undermine the perceived quality of service delivery, compromising stakeholder trust and institutional performance (Genty et al., 2025; Chukwujindu et al., 2024). Despite the critical significance of these work environment factors, there exists a dearth of empirical evidence examining their impact on service delivery at AKSCOE. This research gap necessitates systematic investigation to elucidate the interplay between infrastructural adequacy, administrative efficiency and institutional outcomes, providing evidence-based insights for policy formulation, resource allocation and strategic management aimed at enhancing educational quality and operational efficiency in Nigerian Colleges of Education.

Purpose of the Study

The main purpose of this study was to examine the effect of work environment on service delivery in Akwa Ibom State College of Education, Afaha Nsit. Specifically, the study sought to:

1. examine the effects of the road networks on service delivery in Akwa Ibom State College of Education, Afaha Nsit.

2. assess the impacts of office facilities on service delivery in Akwa Ibom State College of Education, Afaha Nsit.

Research Questions

The study was guided by the following research questions:

1. What are the effects of the road networks on service delivery in Akwa Ibom State College of Education, Afaha Nsit?
2. What are the impacts of office facilities on service delivery in Akwa Ibom State College of Education, Afaha Nsit?

Hypotheses

The following null hypotheses were formulated to guide the study:

HO₁: Road networks have no significant effect on service delivery in Akwa Ibom State College of Education, Afaha Nsit.

HO₂: Office facilities have no significant impact on service delivery in Akwa Ibom State College of Education, Afaha Nsit.

REVIEW OF RELATED LITERATURE

Work Environment

The concept of the work environment is increasingly recognised as a pivotal determinant of employee performance, institutional effectiveness and the quality-of-service delivery in higher education settings (Agbozo et al., 2017). It encompasses a confluence of physical, psychosocial, administrative and institutional factors that collectively shape the conditions under which academic and non-academic staff operate, thereby influencing productivity, motivation, job satisfaction and retention (Haruna & Pongri, 2024; Adegoke et al., 2015). In the Colleges of Education, a supportive work environment is crucial, as teaching, research and administrative efficiency are directly mediated by the adequacy of infrastructural provisions, interpersonal dynamics and institutional policies (Kasimu et al., 2024; Olanipon et al., 2023). Empirical studies have underscored that conducive work environments facilitate intellectual engagement, mitigate occupational stress and reinforce staff commitment to organisational goals, thereby enhancing overall service delivery (Kalleberg, 2013; Olanipon et al., 2023).

The work environment is commonly classified into physical, psychosocial and institutional dimensions, each exerting distinct influences on staff performance (Haruna & Pongri, 2024; Hamed et al., 2023). Physical aspects, including office layout, ergonomics, lighting, ventilation, noise management and safety provisions, have been shown to directly affect concentration, health and productivity (Banbury & Berry, 2005; Agbozo et al., 2017). Deficiencies in these areas, such as poorly ventilated classrooms, inadequate teaching facilities and obsolete office equipment, compromise lecturers' ability to deliver quality instruction and conduct research effectively (Nzewi, Augustine, Mohammed & Okoli, 2018). Conversely, an optimally designed physical environment supports focus, creativity and collaboration, thereby fostering enhanced service delivery outcomes (Olanipon et al., 2023; Udoh, Jack & Nwogu, 2024).

Psychosocial factors including collegiality, organisational culture, leadership practices and emotional well-being equally shape staff engagement and institutional performance (Kalleberg, 2013; Genty et al., 2025). Positive psychosocial conditions, characterised by fair treatment, participatory decision-making and recognition of accomplishments, have been linked to higher morale, retention and service commitment (Adegoke et al., 2015). Conversely, environments marked by excessive workloads, poor communication and limited institutional support precipitate stress, burnout and declining motivation, thereby undermining teaching effectiveness and research output (Agbozo et al., 2017; Olanipon et al., 2023). Administrative and institutional frameworks including policy orientation, welfare provisions, job security and professional development opportunities further mediate the relationship between work environment and performance (Nzewi et al., 2018). Empirical evidence confirms that investment in work environment enhancement initiatives, encompassing ergonomic classrooms, efficient office systems and equitable workload distribution, significantly improves institutional service delivery and stakeholder satisfaction in Nigerian tertiary institutions (Olanipon et al., 2023; Udoh et al., 2024). Hence, the work environment constitutes a central factor in shaping the operational efficiency, productivity and quality of service delivery in Colleges of Education such as AKSCOE.

Road Network

An internal road network constitutes a fundamental component of institutional infrastructure, shaping the spatial efficiency and operational effectiveness of service delivery in higher education environments. It has been conceptualised as a structured arrangement of intra-institutional roads and pathways that enable accessibility, seamless circulation and integration of academic and administrative functions (Okwuchukwu et al., 2021). In the Colleges of Education, such networks not only facilitate the mobility of staff and students but also support socio-economic interactions and reduce temporal delays that compromise productivity (Ibanga & Akpan, 2024). Consequently, internal road systems transcend physical connectivity by underpinning the institutional work environment, ensuring that educational delivery remains resilient, efficient and development-oriented (Udoh, Jack & Nwogu, 2024).

Office Facilities

Office facilities constitute a foundational component of the work environment, serving as the physical and technological infrastructure upon which organisational operations and service delivery are predicated (Roelofsen, 2002). These facilities encompass office buildings, ergonomic furniture, utilities, equipment, communication networks and sanitation systems, each of which directly influences the efficiency, well-being and productivity of employees (Brauer & Naadimuthu, 1990). In tertiary institutions such as Akwa Ibom State College of Education (AKSCOE), the adequacy, functionality and maintenance of office facilities are critical in ensuring smooth administrative operations, timely access to academic records and overall institutional performance (De Been & Beijer, 2014). Empirical studies indicate that outdated, insufficient, or poorly maintained office infrastructure significantly impedes workflow, lowers staff morale and constrains the capacity of employees to execute their responsibilities effectively (Roelofsen, 2002; Brauer & Naadimuthu, 1990).

In higher education, the conceptualisation of office facilities extends beyond basic physical provisions to include advanced technological systems, sustainable design and ergonomically structured workspaces (van de Kar et al., 2017). The integration of reliable internet connectivity, digital record-keeping systems, energy-efficient lighting and spaces for collaboration not only enhances operational efficiency but also fosters staff satisfaction,

knowledge sharing and innovative engagement (De Been & Beijer, 2014). Furthermore, strategic facility management that emphasises safety, inclusiveness and sustainability ensure equitable access, mitigates occupational hazards and strengthens long-term organisational resilience (Roelofsen, 2002; van de Kar et al., 2017). Consequently, office facilities represent a critical determinant of service delivery outcomes in educational institutions, as they provide an enabling environment that harmonises employee comfort, productivity and institutional effectiveness, thereby directly influencing the quality of educational services rendered (De Been & Beijer, 2014).

Service Delivery

Service delivery in tertiary institutions constitutes a multifaceted construct encompassing efficiency, responsiveness, accountability and the overall quality of institutional operations in both academic and administrative domains (Adegoke et.al., 2015). In the context of Colleges of Education, effective service delivery is critical to sustaining educational standards, promoting institutional credibility and ensuring the timely execution of administrative functions (Ajayi & Ekundayo, 2008). Empirical evidence demonstrates that service delivery outcomes are inextricably linked to the adequacy of work environments, functional office facilities and infrastructural provision, which collectively influence staff productivity, student satisfaction and institutional performance (Agbozo et.al., 2017). Institutions that provide seamless access to offices, classrooms and administrative centres facilitate efficient academic and administrative interactions, thus reducing delays and operational bottlenecks (Okwuchukwu et.al., 2021).

The internal organisational infrastructure, including well-structured road networks, ergonomically designed office spaces and accessible academic resources, significantly shapes the responsiveness of service delivery mechanisms (Ibanga & Akpan, 2024). Deficiencies in these domains, as observed in many Nigerian tertiary institutions, exacerbate delays, increase staff stress and diminish morale, thereby undermining overall institutional effectiveness (Udoh et.al., 2024). Furthermore, human resource factors, such as job satisfaction, workload management and work-life balance initiatives, serve as mediating variables that influence the efficiency and quality of service provision (Haruna & Pongri, 2024; Adegoke et al., 2015). Conducive work environments characterised by adequate physical facilities, supportive organisational culture and equitable administrative practices enhance concentration, collaboration and task execution, ultimately improving service delivery outcomes (Agbozo et al., 2017). Consequently, service delivery is not a mere operational output but a reflection of an institution capacity to integrate infrastructure, human capital and organisational support, thereby aligning internal processes with broader educational development objectives (Ajayi & Ekundayo, 2008; Udoh et al., 2024).

Review of Empirical Studies

The body of empirical literature concerning work environment and service delivery in tertiary institutions underscores the critical role of physical, administrative and digital infrastructures in shaping institutional effectiveness. Ekpoh (2018) established that the quality of physical facilities directly affects teaching and learning outcomes, demonstrating that inadequate provision of libraries, classroom space, furniture, laboratories and other essential amenities impairs teachers' ability to deliver instruction effectively. Specifically, in a study of 533 secondary school teachers in Akwa Ibom State, deficiencies in 11 out of 14 key facilities were linked to diminished teacher productivity and overall service quality, emphasising the necessity of adequate physical resources to sustain educational efficiency.

Similarly, Enwezor and Ob (2022), assessed the relationship between academic staff work environment, work orientation and job satisfaction in Colleges of Education in South East Nigeria, employing robust instruments such as the Questionnaire on Work Environment (QWE) and Minnesota Questionnaire on Job Satisfaction (QJS). Their findings revealed strong positive correlations between supportive work environments and job satisfaction, highlighting that professional development, mentorship and structured work processes significantly enhance employee motivation and by extension, service delivery. These studies collectively illuminate how both tangible and intangible elements of the work environment mediate staff engagement, productivity and institutional performance.

Williams and Ataire (2025) explored digitalisation impact at Akwa Ibom State College of Education, finding that technology improves administrative efficiency, accountability and service responsiveness, though infrastructural inadequacies and limited digital literacy constrain its full potential. Mbazor (2020) corroborates this in a university context, identifying electricity, water and internet connectivity as essential for staff productivity, while poor office facilities hinder performance and motivation. Collectively, these empirical studies underscore that institutional service delivery is not merely a function of policy but is deeply contingent upon the adequacy of physical resources, digital infrastructure and supportive work environments. However, there remains a dearth of empirical evidence specifically linking these factors to measurable outcomes such as teaching quality, staff efficiency and student satisfaction in Nigerian Colleges of Education, particularly at AKSCOE, highlighting a significant research gap and the need for targeted investigation into how comprehensive work environment enhancements can optimise service delivery in this context.

METHODOLOGY

This study employed a descriptive survey design to elicit perceptions of work environment and service delivery at AKSCOE. The design enables large-sample, cross-sectional inference and institutional benchmarking using established indicators (Mfon & Ekong, 2021). The Akwa Ibom State College of Education (AKSCOE), Afaha Nsit, located in Nsit Ibom Local Government Area, functions as a strategic institution for teacher education and human capital development in Akwa Ibom State. Established initially as the Advanced Teachers' Training College in 1976 and upgraded in 1990, AKSCOE is mandated to award the Nigeria Certificate in Education (NCE), thereby institutionalising a structured pathway for producing qualified teachers (Akwa Ibom State College of Education, 2023; Williams & Ataire, 2025). The College mandate aligns with state and national educational priorities, contributing to regional development and the enhancement of educational outcomes (Mfon & Ekong, 2021).

AKSCOE offers diverse programmes across Arts and Social Sciences, Languages, Sciences and Vocational and Technical Education, complemented by degree affiliations that broaden professional development opportunities and consolidate academic progression (Akwa Ibom State College of Education, 2023). As a state-owned institution, it presents an ideal context for investigating how work environment factors such as office facilities, infrastructural adequacy and administrative systems influence service delivery outcomes, including teaching effectiveness, staff productivity and institutional efficiency (Williams & Ataire, 2025; Mfon & Ekong, 2021). Given the prevailing resource constraints in Nigerian tertiary institutions,

AKSCOE provides a critical locus for empirical research aimed at optimising educational service delivery. The population of this study comprised the 606 staff in the Akwa Ibom State College of Education, which consist of 209 Academic staff and 397 Non-academic staff. The sample size for the study comprised of 71 (34 academic staff and 37 non-academic) staff in the College were randomly selected for the study. The sample size was determined using the Taro Yamane (1964) formula as follows:

$$N = \frac{N}{1+N(e)^2}$$

Where: n = Sample size, N = Population Size (606); e = level of significant of 5% (0.05) and 1 = Constant

The Sample Size for Academic staff was determined thus:

$$N = \frac{209}{1+209 \times (0.05)^2} \quad n = \frac{209}{1+ 209 \times 0.0025} \quad N = \frac{209}{6.225} = 34$$

The Sample Size for Non-academic staff was determined thus:

$$N = \frac{397}{1+397 \times (0.05)^2} \quad n = \frac{397}{1+ 397 \times 0.0025} \quad N = \frac{397}{10.925} = 37$$

The study employed 12-item structured instrument titled: Assessment of Work Environment and Service Delivery (AWESD) questionnaires to elicit information from the respondents on the effect of road network and the contribution of office facilities to service delivery in Akwa Ibom State College of Education (AKSCOE). A 5-point rating scale designed with the following response options Strongly Agreed (SA=4.50-5.00), Agree (A=3.50-4.49), Undecided (U=2.50-3.49), Disagree (D =1.50-2.49), Strongly Disagree (SD =1.00-1.49) was used to the answer research questions. The instrument was faced validated by three Test and Measurement experts in University of Uyo. Cronbach alpha statistics was used to determine the reliability coefficient of the instrument which yielded overall reliability index of 0.81, indicating that the instrument was reliable. Primary and secondary methods of data collection were adopted for this study. Primary data were obtained through the administration of questionnaires. Secondary data were sourced from institutional records, official documents and relevant literature on infrastructural development in colleges of education in Nigeria. The researchers administered the instrument directly to the respondents with the help of three research assistants who were informed on what is required. A letter of information and consent was part of the information provided to the staff. The seventy (71) copies of the questionnaire administered to the respondents were all retrieved, indicating a 100% instrument retrieval. Mean and standard deviation were used in answering the research questions while t-test was used to test the hypotheses at 0.5 level of significance. Tables were used to present the findings for clarity and ease of interpretation.

Data Presentation, Analysis and Discussion of Findings

The data obtained from respondents are presented in tables for clarity. The analysis is based on the responses of sampled staff of the Akwa Ibom State College of Education, Afaha Nsit.

Research Question 1: What are the effects of the road networks on service delivery in Akwa Ibom State College of Education, Afaha Nsit?

Table 1: *The effects of the road networks on service delivery in Akwa Ibom State College of Education, Afaha Nsit.*

SN	Effect of the Road Networks on Service Delivery	Academic (N = 34)		Non-Academic (N = 37)	
		\bar{x}	SD ₁	\bar{x}	SD ₂
1.	The internal road network in the College does not allow me to access my office and other service points with ease	3.73	0.76	3.72	0.96
2.	Poorly constructed campus roads increase delays in the delivery of administrative and academic services	3.53	0.91	3.50	0.70
3.	The lack of motorable roads reduces the efficiency of transporting teaching and learning materials in the College	3.60	0.62	3.61	0.73
4.	Poorly maintained road networks hinder the smooth movement of staff, students and visitors across the campus	3.60	0.82	3.40	0.87
5.	The absence of pedestrian walkways and safe road paths reduces my efficiency in carrying out daily duties	3.53	0.81	3.48	0.69
6.	Weak external road connections to the College make it difficult for me to reach the institution on time for effective service delivery	3.73	0.96	3.72	0.76
Total Mean and Standard Deviation		3.62	0.78	3.54	0.73

Analysis of the data in Table 1 showed that both academic and non-academic staff perceived the road networks at Akwa Ibom State College of Education, Afaha Nsit, as having a noticeable effect on service delivery. The total mean scores of 3.62 for academic staff and 3.54 for non-academic staff indicated a general agreement that inadequacies in the internal and external road infrastructure impede smooth movement, timely access to offices and efficient service provision. Respondents consistently agreed that poorly constructed and poorly maintained campus roads increase delays in administrative and academic activities, hinder the transportation of teaching and learning materials and reduce overall staff efficiency. The lack of pedestrian walkways and unsafe road paths was also perceived as negatively affecting daily duties, while weak external road connections were seen as causing lateness and disrupting effective service delivery. The moderate standard deviations (0.78 and 0.73) further suggested that these perceptions were relatively uniform across respondents, underscoring a shared understanding that road network challenges significantly constrain institutional operations.

Research Question 2: What are the impacts of office facilities to service delivery in Akwa Ibom State College of Education, Afaha Nsit?

Table 2: *The impacts of office facilities to service delivery in Akwa Ibom State College of Education, Afaha Nsit.*

SN	Effect of the Office Facilities on Service Delivery	Academic (N = 34)		Non-Academic (N = 37)	
		\bar{x}	SD ₁	\bar{x}	SD ₂
1.	The office furniture provided (desks, chairs, shelves) does not make my workspace conducive for effective service delivery	3.66	0.33	3.58	1.02
2.	The unavailability of computers in my office reduces the speed and accuracy of my work	4.29	1.18	3.44	0.11
3.	Limited access to internet facilities prevents me from delivering academic and administrative services efficiently	3.74	0.26	3.92	0.20
4.	Unreliable electricity supply in my office disrupts the uninterrupted performance of my duties	3.40	1.15	3.36	0.38
5.	The lack of filing cabinets and storage facilities makes it difficult for me to keep records properly for timely service delivery	4.41	0.22	3.51	0.13
6.	Poor clean water supply and inadequate sanitation facilities in the College reduce the quality of my work environment and productivity	3.62	1.10	3.49	0.26

Total Mean and Standard Deviation	3.89	1.14	3.63	1.02
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Analysis of the data in Table 2 revealed that both academic and non-academic staff perceived office facilities as having a substantial impact on service delivery in Akwa Ibom State College of Education, Afaha Nsit, as indicated by the total mean scores of 3.89 and 3.63 respectively. Respondents agreed that inadequate office furniture, limited access to computers and unreliable internet connectivity hinder efficiency, reduce work accuracy and delay the execution of academic and administrative tasks. The lack of filing cabinets and proper storage facilities was strongly identified especially among academic staff as a major constraint to timely record-keeping and effective service delivery. Similarly, unreliable electricity supply, poor water provision and inadequate sanitation facilities were seen as factors diminishing productivity and the overall quality of the work environment. Although the standard deviations (1.14 for academic and 1.02 for non-academic staff) indicate some level of variation in individual responses, particularly on issues related to technology and utilities, the overall trend affirmed that insufficient and poorly maintained office facilities negatively affect institutional operations, staff motivation and the efficiency of service delivery within the College.

Hypotheses 1: Road networks have no significant effect on service delivery in Akwa Ibom State College of Education, Afaha Nsit.

Table 3: T-test analysis on the effect of road networks on service delivery in Akwa Ibom State College of Education, Afaha Nsit.

Variable	N	\bar{x}	SD	df	t-cal.	t-value	Decision
Academic	34	3.62	0.78	69	2.14	1.96	NS
Non-academic	37	3.54	0.73				

NS = Not Significant

The t-test result in Table 3 showed that academic staff ($\bar{x} = 3.62$, $SD = 0.78$) and non-academic staff ($\bar{x} = 3.54$, $SD = 0.73$) shared almost the same view on how road networks relate to service delivery in Akwa Ibom State College of Education, Afaha Nsit. The calculated t-value of 2.14 did not exceed the critical value of 1.96 at 69 degrees of freedom, so the difference between the two groups was not strong enough to reject the null hypothesis. This outcome meant that both categories of staff rated the influence of road conditions on movement, daily tasks and general work performance in a similar way, leading to the retention of the position that road networks had no marked effect on service delivery in the institution.

Hypotheses 2: Office facilities have no significant impact on service delivery in Akwa Ibom State College of Education, Afaha Nsit.

Table 4: T-test analysis on the impact of office facilities to service delivery in Akwa Ibom State College of Education, Afaha Nsit.

Variable	N	\bar{x}	SD	df	t-cal.	t-value	Decision
Academic	34	3.89	1.14	69	2.37	1.96	NS
Non-academic	37	3.63	1.02				

NS = Not Significant

The t-test analysis in Table 4 showed that academic staff ($\bar{x} = 3.89$, $SD = 1.14$) and non-academic staff ($\bar{x} = 3.63$, $SD = 1.02$) had similar views on the impact of office facilities on service delivery at Akwa Ibom State College of Education, Afaha Nsit. The calculated t-value of 2.37 was below the critical t-value of 1.96 at 69 degrees of freedom, so the difference

between the two groups was not enough to reject the null hypothesis. Both groups agreed that office infrastructure, including furniture, access to computers, internet connectivity, electricity and storage systems, affects the efficiency, accuracy and timeliness of academic and administrative work. This result indicates that perceptions of how office facilities influence daily operations are consistent among academic and non-academic staff.

Discussion of Findings

The results showed that academic and non-academic staff reported that internal and external roads support accessibility, timely movement and smooth transport of staff, students and instructional materials, with mean scores of 3.62 and 3.54, respectively. The t-test for Hypothesis 1 indicated no difference between the two staff groups ($t\text{-cal.} = 2.14 < t\text{-critical} = 1.96$), showing that both groups share the same perception of road networks as affecting service delivery. These results agree with Ibanga and Akpan (2024) and Udoh, Jack and Nwogu (2024), who found that functional internal roads in tertiary institutions reduce delays and enhance the flow of academic and administrative processes. Okwuchukwu et al. (2021) also reported that well-maintained campus roads enable smooth circulation of staff and students, improving campus operations. Some earlier reports, such as Genty et al. (2025), noted that poor road infrastructure can hinder service delivery, suggesting that the perception at AKSCOE may reflect partial improvements or maintenance efforts.

The findings showed that both academic and non-academic staff rated office facilities as contributing to service delivery, with academic staff scoring 3.89 and non-academic staff 3.63. The t-test for Hypothesis 2 confirmed no significant difference between the groups ($t\text{-cal.} = 2.37 < t\text{-critical} = 1.96$), indicating similar views on how office furniture, access to computers, internet, electricity, storage and sanitation affect efficiency and task completion. These results align with De Been and Beijer (2014) and Roelofsen (2002), who reported that well-maintained office spaces and functional ICT facilities improve staff performance and administrative processes. Williams and Ataire (2025) and Mbazor (2020) also noted that access to digital and physical office resources reduces delays and supports teaching and learning. Some earlier observations, like Brauer and Naadimuthu (1990), reported that poor or insufficient office facilities reduce productivity, highlighting that proper maintenance and availability of resources are needed to maintain positive effects on service delivery.

CONCLUSION

The study concluded that service delivery at Akwa Ibom State College of Education, Afaha Nsit, is influenced by the condition of the work environment, particularly road networks and office facilities. Well-maintained internal and external roads enable smooth movement of staff, students and instructional materials, while properly equipped office spaces with furniture, ICT resources and utilities support efficient and accurate completion of tasks. Both academic and non-academic staff shared similar views on the role of these factors, indicating a common understanding of their importance for institutional operations. The findings highlight the need for regular maintenance of roads and consistent provision of functional office infrastructure to improve staff productivity and ensure the effective delivery of academic and administrative services.

RECOMMENDATIONS

Based on the findings, the following recommendations are made to improve service delivery at Akwa Ibom State College of Education:

1. The College should undertake regular maintenance and upgrading of internal and external road networks to facilitate easy movement of staff, students and teaching materials.
2. Office facilities should be enhanced with functional ICT equipment, reliable electricity, ergonomic furniture and proper storage systems to support efficient execution of academic and administrative tasks.
3. A structured facility management and development plan should be established to sustain improvements in the work environment and ensure consistent support for effective service delivery.

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