

Management of Students' Personnel Services and Students' Academic Performance in Tertiary Institutions in Akwa Ibom state, Nigeria

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Abstract: The study investigated the relationship between Management of Students' Personnel Services and Student's Academic Performance in Tertiary Institutions in Akwa Ibom State. Three research objectives and research questions were raised and three null hypotheses were formulated to guide the study. The study adopted Ex-post Facto Design. The study population consisted of all the 31,451 students in four public tertiary institutions in Akwa Ibom State. Four hundred and twenty nine (429) students were used as sample representing 2% of the study population using Multi stage sampling approach. Data collection was done with the use of a researcher developed questionnaire titled "Management of Students' Personnel Services Questionnaire (MSPSQ) and students' academic result in General Studies (GSTs)" The reliability coefficient of the instruments were established using Cronbach Alpha and Pearson's Product Moments Correlation coefficient (r), the reliability indices for both instruments were .78 and .78 respectively. Mean, standard deviation and the coefficient of the Pearson Product Moment Correlation was used to answer the research questions while Pearson Product Moment Correlation Coefficient Analysis was used to test the null hypotheses at 0.05 level of significance The result of the study revealed that; there is a significant relationship between accommodation services, library services, transport services and students' academic performance in tertiary institutions in Akwa Ibom State. It was concluded that students personnel services relates significantly to students' academic performance. The study therefore recommends among others that the state and federal government should disburse enough funds to tertiary institutions in order to aid their provision of these services and effective management of students' personnel services.

Keywords: Students' Personnel Services, Tertiary Institutions, Student's Academic Performance.

1. INTRODUCTION

1.1 Background of the Study:

Tertiary institutions all over the world and in Nigeria play vital roles in national development, especially in the training and development of high level man power. In most cases, the societal expectations are hardly met, which may be linked to

the absence of adequate and effective management of students' personnel services which may create un conducive environment for effective learning, which may eventually result in poor academic performance of students. Students' personnel services such as accommodation, library, transportation, medical, security as well as guidance and counseling services are important to the academic programmes that could lead to a holistic and balanced education of the students. Akilaiya (2001) defines students' personnel services as an attempt to cater for the welfare of the students with a view of helping them to build a solid foundation while maximizing their educational pursuit and at the same time promoting personal and institutional prestige within and outside the educational sphere. Ejionume (2010) also opines that students' personnel services is an administrative task areas that is critical to the effective operation of any school system.

Students' personnel services therefore can be defined as all the nonacademic services rendered to the students at the school setting outside the formal classroom instructions. These services may include Accommodation, library, transport, medical and security as well as guidance and counseling. Accommodation refers to a convenient room or building in which students can live. The provision of accommodation services in schools encourage and enable the students to take advantage of learning outside the classroom as well as providing comfort and safety to the students for better learning. Accommodation in schools does not only house the students, but it also houses the library materials thereby providing library services for the students and creating a conducive environment for reading and research.

The library is a building containing collections of prints, non-prints, audio and audio visual materials for free use by both the students and members of the public. The provision of the library in schools helps the students to realize their potentials through research and become responsible and self-directed citizens. Apart from the provision of library services, students also need means of transportation to attend lectures, library functions and other learning activities in institutions with various campuses, such as the permanent site of the University of Uyo at Nsukara Offot, and Ediene Abak, Akwa Ibom State College of Education at Afaha Nsit, Akwa Ibom State University Ikot Akpaden and the Abak campus, Akwa Ibom State Polytechnic, Ikot Osurua. Such mobility can only be enhanced through effective provision of transport services in schools.

Transport service however refers to a means by which students are conveyed from one place to another. It is among the vital students' personnel services which needs to be provided for in schools as it plays a very important role in students' day to day activities in schools. Provision of this service in schools helps the students to develop love for school, participate in school activities and stimulate regularity and punctuality in school attendance (Anuakan 2001). Absence of these services in schools may cause unrest, un conducive teaching/learning environment which may lead to situations result in failure and obstacles to the achievement of educational goals and objectives. A typical example was the case of students' unrest in June 12, 2013 in the University of Uyo over increased transport fare to Nsukara campus, the massive demonstration at the University of Calabar in 2013 over increment of fees and poor conditions of students' hostel accommodations which led to closure of these institutions for months.

Personal observations of tertiary institutions in Akwa Ibom State show that these services do not only appear to be inadequate but are also neglected. For instance, In Akwa Ibom State College of Education Afaha Nsit, it has been observed that hostel accommodation is deplorable, while in Akwa Ibom State Polytechnic Ikot Osurua, there is no provision at all for accommodation service, and in the University of Uyo, there are reported cases of armed robbery attack at both undergraduates' hostels some years back, and the Postgraduate hostels on March 27, 2015. This is blamed on insecurity and poor management of hostel accommodation. All these can affect the student's academic performance and their all-round development. The students may be afraid of the environment, lose confidence in themselves and express hostility, riots and aggression which could as well lead to failure and poor performance in school. This is evidenced in mass repetition of courses, students obtaining low grades and delay in graduation. This has become a problem where students, parents and the society at large are lamenting, thereby making scholars interested in finding solutions to these problems. For instance; Ubong (2007) conducted a study on to improve hostel accommodation in tertiary educational institutions in Nigeria and found out that hostel accommodations have not been receiving adequate attention in Nigeria. This he said can affect the students adversely. Moreover, Omu (2006) carried out a study on management of Library facilities and equipment in secondary schools in Cross River state. His findings among others revealed that library facilities are in a state of disrepair while the books are obsolete. Ejionueme, (2010) also conducted a research on the administration of students' personnel services in Federal and State Universities in Nigeria and found out that students' personnel services looked at were actually available but of poor quality.

From the studies so far reviewed, it is obvious that none was specifically carried out on the relationship between students' personnel services and students' academic performance in tertiary institutions in Akwa Ibom State. Besides, the variables considered are different from the ones used in this study. Furthermore, despite numerous contributions from the study reviewed to solve similar, the rate of failure in schools still persists. This has created a gap which this study on management of students' personnel services and students' academic performance in tertiary institutions in Akwa Ibom State was conducted to fill. The question therefore is, can this study be used to reverse the worrisome situation in tertiary institutions in Akwa Ibom State?

1.2 Statement of the Problem:

Adequate provision and management of students' personnel services in tertiary institutions is not only important to the wellbeing of the students, but also necessary for excellent academic performance of students. It is believed that welfare services available and accessed by students are directly proportional to their academic success. Over the years, there have been observable problem of students' poor academic performance in tertiary institutions in Akwa Ibom State, which could be attributed to poor management and provision of students' personnel services such as accommodation service, library service, and transport services among others. Hostel accommodations in most tertiary institutions are not available or are available but inadequate and in poor condition. Rooms meant for three students contain up to six students. Security is porous hence there are cases of robbery, phone snatching, murder and cases of rape. Students trek long distances to lecture rooms, library and this brings about lateness to class, and sleeping in class as a result of weakness and fatigue. The libraries in most tertiary institutions appear to be mere archives of stale, archaic and irrelevant materials which have however paves a way for students' failure, mass repetition of courses, low grades and delay in graduation. All these suggest that there is poor or faulty management of students' personnel services in tertiary institutions in this area of study. Therefore, the problem of this study is to investigate the relationship between students' personnel services and their academic performance in tertiary institutions in Akwa Ibom State, specifically to determine the relationship between management of accommodation services and students' academic performance in tertiary institutions in Akwa Ibom State.

1.3 Research Question:

To guide the study, the following question was raised:

1. How does management of accommodation service relate to students' academic performance?
2. How does management of library service relate to students' academic performance?
3. How does management of transport service relate to students' academic performance in tertiary institutions?

1.4 Null Hypotheses:

The following null hypothesis guided the study and was tested at .05 level of significance.

1. There is no significant relationship between management of accommodation service and students' academic performance.
2. There is no significant relationship between management of library service and students' academic performance
3. There is no significant relationship between management of transport service and students' academic performance.

The study is based on the assumption that, if students' personnel service such as accommodation is provided and properly managed in schools, students' academic performance will increase and consequently reduce students' unrest in tertiary institutions.

This study was anchored on Abraham Maslow's Need Hierarchy Theory of Motivation,(1943) and Social System Theory by Talcott Parsans (1951)

The Need Hierarchy Theory of Motivation was propounded by Abraham Maslow, who states that the sources of motivation are certain needs which often influence human behaviours consciously, which usually makes people to behave the way they do, curiously to satisfy their needs. He pointed out that, people do not randomly need or want something but rather their complex needs are ordered in a hierarchy, where he states five basic needs which he says are organized into levels of importance such as Physiological needs which are the basic needs for the survival of an individual. These needs include: shelter, food, water, sex, air and other bodily needs. Safety needs which include needs for security, safety and

protection from danger and harm. Social needs such as need for love, affection, companionship, friendship, acceptance, sense of belongingness. Esteem needs which include self-respect, achievement, prestige, recognition, attention, dignity, status, personal sense of competence. Self-Actualization such as need for growth, achievement, advancement and need for self-fulfillment.

This theory gives one insight that, students' personnel services such as accommodation, food services, library, transport service, security, water supply, electricity and so on are basic needs of the students in any school system, for their all-round development and positive academic performance. It is therefore important to note that when these needs are provided and managed it will impact positively on students academically, and this will also maximize production of knowledgeable, skillful, creative and dedicated future scholars in their respective professions.

The Social System theory propounded by Parson in 1951 postulates that an organization is a social system that is made up of integrated parts or units with series of inter related parts such that, interplay or malfunctioning of any part can affect the whole system. A system refers to the integration of different components, the relationship between them and their attributes such that can form a functionally generated whole. The focus of social system theory is on the role of individuals within an organization. These individuals such as administrators, lecturers, students, and other staff work in harmony and interact among themselves in order to achieve a goal.

Tertiary institutions are social systems that have structures manned by individuals, where the administration of a school system involves the management of areas such as students' personnel services, staff personnel, school records, and school plant and staff, where students of higher institutions of learning form part and parcel of the institution as a social system. When the provision, supervision and maintenance of students' personnel accommodation is not given due attention, are not adequately provided or are of low quality, it could affect the performance of students and generate tension leading to violence resulting in destruction of properties and even loss of lives. This is why Yahaya (2008) stated that, the success of any institution especially tertiary institutions, largely depends on effective and efficient management of student' welfare services. In this regards, Kalu (2000) defines students' personnel services as non-academic duties concerned with students' welfare in a school setting. It involves decision making and implementation of policies of the school with regard to students' welfare, discipline as well as teaching and learning situations. Okeke (2000) also sees students' personnel services as those special supporting services outside the school curricular that impinge upon the maturation of the students. Oboegbulam (2003), sees students' personnel services as all the services apart from the normal classroom instructions rendered to students by school administrators, staff (tutorial and non-tutorial), the students themselves and even the community, that are geared towards making an individual in the school an all-round educated, law abiding citizen of his community. Ezeocha (2002) further defines students' personnel services as all the activities and services that are rendered to the students for the achievements of their educational objectives which are not the normal classroom instructions. Ezeocha (2002), went on to identify areas of students' personnel services to include; accommodation services, library services, transport services, records, security, medical services as well as guidance and counseling. Students' personnel services from the foregoing and for the purpose of this study can therefore be described as the basic needs and welfare services provided to students by the school authority outside the classroom setting, to ensure their survival, comfort, safety and a conducive learning atmosphere devoid of crisis and chaos for academic concentration and better performance. These services include; accommodation, library services, transport services, medical, security, orientation, feeding, sports and recreational facilities as well as guidance and counseling among others. These services, when provided and adequately managed, impact positively on academic programmes, towards making a holistic and balanced education of the students. Little wonder, Ejionueme (2010) observed that students' personnel services remain an administrative supervisory functions and services other than classroom instructions which are critical for effective operation of any school system. This implies that students' personnel services supplement and support the instructional programmes of a school. Emetarom (2002), noted that schools are set up not for teachers, not for parents, not for educational administrators but for students. This means that, without students, there would be no school even if they are a large number of teachers and school managers therefore, students' services should come first when planning any school, especially the tertiary institutions. Such services should be typically designed to respond to students' welfare, need and social interest. Francis (2012) maintained that the provision of students' personnel services is meant to meet the different aspect of human development and adjustment, to encourage students to take advantage of learning and for personal developmental opportunities outside the classroom, laboratory and the library.

The importance of students' personnel services are numerous. Anukam (2001) in his recognition of the need for students' personnel services observed that adequate provision of these services is very vital in any educational institution as the services will enable students to develop love for school, participate in school activities and stimulate regularity and punctuality in school attendance. The management of students' personnel services provide students with healthy living and active citizenship, while guidance and counseling shapes students study habits, emotional, psychological outlook and choice of career, orientation assists fresh students to adjust to college life. Students' personnel services also provide assistant to students on finance, safety, housing food and sports. According to Udoh (2001), students' personnel services enable government and school administrators to take inventory of students for the purpose of providing facilities and staff to the institution. It makes for proper record keeping, administration, placement and progress of the students. In summarizing the work of Ezeocha (2002) on the importance of students' personnel services, make the students think effectively, communicate their thought clearly, play their roles as useful members of their homes and families, understand basic facts about health and sanitation, helps them understand and appreciate their roles as citizens of the country, develop good moral principles that will help them understand their national and cultural heritage. Pp.165.

The importance of students' personnel services lies in the fact that it enhances the quality of educational experience for students to take advantage of learning and personal developmental opportunities. These services also help to mold the character, habit and instill discipline in the students which makes for calm and achievement oriented school environment. The provision of basic students' needs in tertiary institution across the country must form the foundation of education. Basic education is holistic which requires the knowledge of the whole personality, the physical, social, emotional spiritual and the cognitive components. This developmental processes cannot be achieved through the implementation of the academic curriculum alone, but alongside with the adequate provision and management of students' personnel services. Many of these services should be found in tertiary institution but seem to be lacking, or are inadequate, while the few available ones seem to be neglected and ineffective. It is on this note that Nwuzor (2001) observed that the physical condition under which students are taught are very dehumanizing. Omu (2001) also added that schools are in a state of disrepair, buildings and equipment are obsolete. Most limitation to effective management of students' personnel services are as a result of some factors such as poor maintenance culture. Considering this, Akpan (2004) said that it is necessary that attention be given to maintenance of school facilities with periodic inspections. Another limitation is as a result of increase in students' enrolment. Osagie (2005), observed that the increase in enrolment of students in recent times has led to increase in the usage of the limited facilities. Another impediment to effective implementation of students' personnel services is poor funding of education sector. The success of any educational programme depends on the extent to which the programme is adequately funded (FRN, 2004). Inadequacy of funds to manage tertiary institutions effectively according to Okebukola (2002) has impending consequences especially on the students. This implies that funds allocated to tertiary institutions are not sufficient. For instance, in 2015, a total of 369.7 billion naira representing 10.7% of the total budget was allocated to education (FRN, 2015). This percentage appears to be grossly inadequate for schools to procure instructional facilities and equipment, construct and renovate buildings and accommodation, provision of transportation and medical services as well as provision of other essential needs for the students' benefit. Funds is a live wire of any institution, of which no institution can survive without it. So, a good administration must therefore ensure that sufficient funds are available and properly utilized in line with educational objectives, so that the welfare of the student could be provided. This practice will avert violence, crisis and unrest. Authorities of tertiary institutions need to be aware that, the neglect of the responsibility of the welfare of students may culminate into moral decadence, chaos and unrest in the university, (Ifadi 1998). This attest to the saying that when what belongs to students are not managed and given to them properly, peace, stability and conducive environment will not reign for effective teaching, learning and research, which will invariably affect the students' academic performance.

Researchers have shown considerable evidence that students' personnel services can be used to enhance students' academic performance. For instance, Kalu (2000) conducted a study to determine the extent of implementation of students' personnel services in secondary schools in Abia State, using three research questions and two null hypotheses to guide the study. A sample of 386 teachers was used for the study, with a 26 items structured questionnaire to elicit information from the respondents. Mean scores were used to answer the research questions, while t- test statistics was used to test the null hypotheses. The researcher found among others that, personnel services such as admission, orientation as well as guidance and counseling are available in secondary schools in Abia state, while personnel services such as accommodation, organized feeding and catering services are to a very little extent available in public Secondary Schools in Abia State. The work of Kalu (2000) is related to this study in that both of them dealt with students personnel

services. The difference lies in the fact that, the former dealt with secondary schools while this study is on tertiary institutions.

Similarly, Ejionueme (2010) also conducted a study to investigate the level of provision of students' personnel services in some federal and state universities in Nigeria. Descriptive survey design was adopted for the study, guided by 5 research questions and 4 null hypotheses. The sample for the study comprised of 12 out of 52 Universities in Nigeria. A 76 item questionnaire was used to elicit information from the respondents. The findings revealed that students' personnel services looked at, were available but of poor quality.

2. STUDENTS' ACADEMIC PERFORMANCE

Academic performance of students can be seen as the display of knowledge attained or skills developed in schools designated by test and examination scores and marks awarded by the teachers. According to Lawrence (2000), students' academic performance can be regarded as the observable and measurable behaviour of students in a particular situation. It consists of scores obtained from teachers' made test and examinations which can be measured as stagnating, falling or improving over a long period. In line with this definition, three students whose recurrent average scores in a subject are 70%, 50% and 30% may be said to have high academic performance, average academic performance and low academic performance respectively. It can be said to be an expression used to represent the scholastic standing of the students. Richard (2001), views academic performance of students as the general performance of students in test, examinations and the entire course work. In a similar view, Onifade (2001) sees academic performance of students as the sustained ability displayed by the students in the subjects on which he is tested. It is commonly measured through examinations and continuous assessment, although there is no general agreement on how it can be best measured. It may also be thought of as "the output of students measured by the results of their internal and external examinations" (Raji, Fagbolakun, Abdulsalam, Alabi and Onwonaiye, 2003).

From the foregoing, academic performance of students can be seen as the recurrent proficiency a student displays in a subject or course of study under favourable conditions and with effective learning. Aduwa (2004) observed that on determining students' academic performance, home environment, school physical environment, their cognitive abilities, self-esteem, self-concept, study habit and motivation affect their academic success. Academic performance according to the Cambridge University reporter (2003) is frequently defined in terms of examination performance. Academic achievement refers to what the students have learnt or what skills the students have learned and it's usually measured through assessment like standardized test, performance assessment and portfolio assessment (Santrock, 2006). Academic performance which is measured through examination result is one of the major goals of every school. Hoyle (1986) argued that schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic performance.

Gani and Muhammed (2013) carried out a research to examine the factors that can influence the students' academic performance in tertiary institutions in Plateau state, using 5 research questions and 5 null hypotheses to guide the study. The sample for the study comprised of 80 under graduate students in various higher institutions in the state. A 23 item structured questionnaire was used to obtain information from the respondents, mean scores were used to answer the research questions, while t-test statistics was used to test the null hypotheses. The researchers found among others that school physical environment can influence the academic performance of students.

2.1 Accommodation Services and Students' academic Performance:

Accommodation refers to a convenient room or building in which one can live. It has to do with privacy, space and territoriality. Accommodation service constitutes one of the vital students' personnel services that enhance the achievement of educational objectives. The concept of accommodation can be referred to both classroom and hostel which are crucial to the meaningful and wellbeing of the students, but in the context of this study, accommodation here refers to hostel and halls of residence where students live. It is usually situated within the school compound for security reason and to enable students feel the impact of the school environment on their learning activities. Hornby (2000) sees accommodation as a building in which boarding and lodge are provided for students, which Hornby refers to as hostel. However, Meave in Ejionueme (2010) also described a hostel accommodation as where people, especially students live, stay, and eat fairly cheap away from home. It is not enough to provide accommodation for the students, but the hostel must be well equipped with the necessary facilities and services that will make the students live comfortably. Such

facilities include; constant electricity supply, water supply, security, laundry, private bathrooms and toilet, cafeteria, broad band access to telephone and internet facilities. Olutuah (2001) asserts that the provision of hostel accommodation with the best of facilities will enhance academic excellence as students will live in comfort and feel at home to study. Apart from providing comfort for the students, accommodation also provide safety, and protect the students from sun, rain, heat and cold which has tremendous impact on the students' academic performance. There are fewer distractions in the hostel; the activities of studious colleagues can as well motivate the less serious colleagues to read. Omeje (2000) observed that human behaviour is fundamentally related to attributes of physical environment. In other words, the environment determines the range of behaviour or activities that can occur in it and most of the time, determines in a more positive way a particular behaviour of an individual. Therefore, the physical environment of the school including the condition of the hostel can affect the students' behaviour either negatively or positively. Students need living space to be comfortable. Lack of or inadequate living space among students can result to psychological problem. Ozioko (2007) indicated that the propensity of aggression is high among students when they are not properly accommodated and mostly when they are overcrowded. This is because aggressive behaviour is related to how and where we live. , crowded and poorly equipped hostels and lecture rooms make teaching and learning difficult which can in turn affect the students' academic performance.

It is therefore pertinent to note that students sometimes forfeit their academic activities for a long period in search of accommodation as a result of lack of inadequate accommodation in school. In addition to this, there exist frustration, friction, antagonism and open confrontation even among roommates as a result of over usage of wardrobes, corners and other facilities in the hostels. Onyegiri (2004) maintained that inadequate hostel facilities have forced many students to live off campus where they are exposed to all kinds of danger and threats by armed robbers and rapist due to insecurity. Students are indeed more secured on campus than off campus. This is because institutions maintain a high degree of security on campus and monitor the activities of students. Some universities are known to lock their gates early and insist on students obtaining exit permits before they travel home or leave campus. Onyegiri (2004) also stressed that the provision of hostel accommodation is therefore considered as an integral part of total educational enterprise and should not be seen as a mere place to stay but should be equipped to be a home for the teeming population of the students. Akpan (2000:293) lamented that the students' population is rapidly increasing while the infrastructural amenities are in a deplorable states. The implication is that household facilities such as toilets, bathrooms, water, bed and electric points are over used because they are now serving more people than it was originally meant. Ubong (2007) also added that the number of students' vis-à-vis the designed capacity has implied considerable stress on facilities including beds, toilets and bathroom. The congestion in the students hostel has reached an alarming stage to the extent that in some tertiary institutions, According to Ezenwa (2007), female students have no choice than to wake up as early as 4: am to take their bath in the open places within the hostel premises due to congestion. Okoh (2001) noted that lack of adequate hostel accommodation in tertiary institutions have resulted into resale of bed spaces by students to their frustrated peers, exploiting them unnecessarily. Okebukola (2003:6) added that in some tertiary institutions in Nigeria, students' resale a bed space from N12, 000 to N40, 000. This development becomes very devastating to the students. All these can affect the students psychologically thereby leading to low performance in school. In tertiary institutions today, hostel accommodations do not only appear to be inadequate, but some of the existing ones are dilapidated and constitute danger to both the lives of the students and the school at large. According to Mbotu (2000), "hostel accommodations are seen with cracked walls, sagging roofs, blown off roofs and bushy environment. This does not only pose danger to students' health, but also to the entire school community. In support of this, Ogbonnaya and Ajagbonwu (1997) maintained that this situation does not augur well for effective teaching and learning. Disturbed by this state of affairs; Ezenwa (2007) proposed a policy that will ease the problem of hostel accommodation in tertiary institutions. Under the proposed policy, according to him;

Private sectors are to be encouraged to participate in the provision of accommodation in the Universities and hence provide a conducive environment for learning. The university is to provide land within or outside the campus. The contractual position will however depend on the terms of negotiation agreed upon between the universities and the prospective investors. The design of such hostel would be based on the National standard with Educational modern facilities. The school authority would be involved in the supervision of the construction to ensure that stipulated specifications are adhered to. Management and maintenance agreement is to be mutually worked out between the school and the investors. A topical model is for the investor to take responsibilities for the management including security of the hostels while the schools provide guidelines in respect of rules and regulations obtained in the school as may affect hostel

accommodation. Rent per bed space would be mutually agreed to by the investor and the school authority. However, adequate consideration should be given to the prevailing economic rent in the locality vis-à-vis the ability of the students to pay. This intervention should be seen as a better alternative. Pp.33.

From the above assertion, the crucial nature of inadequate hostel accommodation in the university has attracted serious attention that needs intervention thus, the need for private sector participation in students' accommodation, management and development so as to improve the quality and quantity of hostel accommodation on all campuses. Furthermore, banks, multi-national companies, insurance companies and other private operators should form a partnership with the universities and enter a workable agreement to build more hostel accommodation for the students. The ongoing review shows how to ameliorate the problems associated with students' accommodation.

Meanwhile, Ubong (2007) carried out a research on the provision of hostel accommodation in tertiary educational institutions in Nigeria and formulated 5 research questions and 5 null hypotheses to guide the study. 500 students of Omoku Federal College of Education were used for the study and a questionnaire containing 24 items were distributed to the respondents. The researcher recommended based on the findings that, in order to reduce the pressure on government finances in the area of students' accommodation, the older universities should finance the construction of students' accommodation with loans, while government should provide finance one third of the accommodation required by the newer universities.

Ezeukwa (2006) also conducted a research on management of students' accommodation problem in polytechnics in Anambra and Enugu States using 5 research questions and 5 to guide the study. The sample for the study comprised 46 staff and 350 students drawn from the two polytechnics in the two states using a 32 item questionnaire, structured on a four point rating scale, of SA, A, D and SD, to gather information from the respondents. The researcher used mean scores to answer the research questions. The researcher found out among others that, accommodation problem exists in these institution and that students are up to 4, officially in a room meant for 2 students. Students frequently struggle for bed spaces and room accessories like pillows, wardrobes, tables and chairs.

2.2 Library Services and Student Academic Performance:

It is a known fact that an efficient and effective library represents the foundation on which a strong educational programme is built, a store house of knowledge. It is a building where print and non-print materials are kept for reading, consultation and research. Commenting on the concept of the school library, Akpan (2003) views the school library as an organized collection of books and other resourceful materials which are preserved in one or two rooms for the use of both the teachers and the students. The school library is the source through which knowledge is inculcated in the students. Edoka (2000) defined library as a building containing collections of print, non-print, audio and audio visual materials for free use by the public. The word public here represents the students, government agencies, groups and the society at large. Ezeocha (2000) clearly indicated that the library is a repository of knowledge and the interest of the students must be developed. Attempt to teach and learn without the use of a good library could result in a shallow and restrictive type of education.

For any library to be effective, its administration is expected to be very adequate. It is not only enough to provide a library building in schools; the library must also be properly equipped with necessary facilities, equipment and current books and journals, computers with internet connection to promote reading with comfort. The system will make it possible for students to access electronic books and journals at any time. Other facilities to be found in the library according to Akpan (2003) include; shelves, reading tables, chairs, cabinet, catalogue cabinet, display stands, circulation desk and other essential furniture including audio visual materials such as film, slides, phonographs, records and tapes. There is no gainsaying that, the overall success of any educational programme depends on the provision of qualitative library materials and service rendered, therefore the school administrators need to improve the quality of its school library, if the school expectation is to produce highly qualified and skillful graduates, who will be able to apply the knowledge acquired in school to improve themselves, their community and in the process create wealth. Brembeck (2002) asserted that the more current and qualitative a library is, the better students' academic success will be. Fakunle (2011) added that the application of the right kind of library materials will determine how well the students will acquire knowledge and skills in order to achieve high level academic performance. In the same notion, James (2006) asserted that, effectiveness in teaching and learning process is a product of availability of quality learning materials found in the academic library. In order to make teaching and learning processes in the classroom a worthwhile venture, the school libraries are to be well

equipped with current and quality learning materials to arouse the interest of the learner and capture their interest, as this will result in good academic performance.

Many failures that occur in schools cannot only be blamed on unavailability of the library materials, but can also be traced to the fact that students most time fail to utilize the library even when this information and materials are adequately provided. It is on this note that Okumagba (2009) observed that the overall success of any student begins and depends on the effective utilization of the library materials available. Palsan in Etim (2002) also affirmed that, proper access to, and interaction with the library system improves students learning skills and academic performance. It can be seen from the foregoing review that, provision of quality library material and services is one of the vital students' personnel services, is the heartbeat of every learning institution, especially the tertiary institutions, without which the academic institutions are dead in terms of knowledge generation, dissemination, research and excellent performance of the students.

Empirical works have been conducted on how the availability of library can affect students' academic performance in Nigerian schools. For instance, in a study conducted by Aalsa (2006) on the role of Library resources in students' academic performance, it was found out that, when library services are available in schools in quality, quantity and currency, it supports the intellectual and technical development of students and as a result, will improve their academic performance. Omu (2006) also carried out a study on the management of library in secondary schools in Cross River State using five research questions and 5 null hypotheses to guide the study. The sample comprised of 150 principals and 450 senior administrative staff of the State Secondary Education Board. A 40 item questionnaire and a 33 item observation schedule were used to elicit information from the respondents. The research questions were answered using mean scores and standard deviation, while the null hypotheses were tested using t- test statistics. The findings among others included that library equipment are in a state of disrepair, books were obsolete, while buildings are poorly ventilated. Omu's work is related to this study in its focus on the management of students' personnel services in secondary school

2.3 Transport services and students' academic performance:

Transportation refers to the movement of people from place to another. Transport services in this context refer to all the means which enable the students to move from one place to another in the course of their academic pursuit. In the school setting, transport services undoubtedly constitute another vital students personnel service. As a matter of fact, it improves mobility of both the students and staff. This services may include Bus shuttling service, taxi and motorcycles. According to Ogwude (2011), transport service in the school setting involves the means which aid students' movement from one place to another. The provisions of transport service in schools constitute a fundamental condition for effective learning, especially, in schools with multi- campus system. Many tertiary institutions in Nigeria operate on two or more campuses where boarding areas are far from academic areas and other service buildings. Students most times have fear, feel tired and with no strength of covering such considerable distance to the academic areas may skip academic activities. Students of such institutions will consider transport service very essential. This will not only ease their movement but will also encourage them to be regular and punctual to classes. Carathers (2005) asserts that the availability of transport service in schools will help in easy movement of students from one campus to another, their halls of residence to lecture halls and to the library. Uko (2001) maintains that transport services becomes a source of pride to both the students and teachers, as they facilitate their movements and ensure identification and status symbol during festivities, field trips and excursions, games and sporting activities outside the campus, as well as during drama and arts exhibitions with less stress. According to Olegbeji and Olufemi (2007), it is important to provide and maintain efficient and effective transportation services that are accessible and capable of serving all categories of students in tertiary institutions as transport services in some universities are grossly inadequate. Adesanya (2011) opined that conventional means of transport services such as buses and taxis be provided by the universities rather than the unconventional such as keke-napep, okada etc, which have become universally used in the Nigerian institutions of higher learning. The matter is worsened by the increasing students' enrolment which has out-placed the rate of transportation supply in most institutions owing to large number of students using the service. Olagbeji and Olufemi (2007) opined that in an attempt to achieve a conducive learning and working environment, as well as to promote academic performance of students, school authorities should as a matter of importance make transport services adequate, effective and affordable. Ezeocha,(2000) observed that although the operation of transport service in the campus involves business, the service should be made affordable, to enable students from all background capable of paying. Where buses owned by school are not enough, external operators of taxis, buses etc can be brought in to perform this service. Such operators according to Ojo (2002), should be made to register with the school and are given identification before they can operate. This is to check insecurity, safety and dubious act among the operators. Nwabueze (2004) observed that tertiary institutions are suffering from inadequate provision of public facilities

like transport services. Nwabueze added that, institutions of higher learning need to provide these services either from their own internally generated revenue or supplement heavily whatever the government provides. Institutions complain that the provision of these services constitute a greater strain on their finances while the inability to provide them adequately and of good quality affect the students adversely both in academic functions and other aspects. (Ojo, 2002). Anolue (2000) observed on a survey of the factors that influence students' crisis in higher institution of learning in Nigeria to include lack of transportation services, poor accommodation service, lack of regular water supply, insecurity, and inadequate medical care most times force students to protest against their authorities.

Researches have shown considerable evidence that students personnel services have a link with students' academic performance. For instance, Amaizu (2003) conducted a research on the strategies for improving Transportation services in schools in Onitsha Education Zone, using 4 research questions and 4 null hypotheses to guide the study. The study population comprised all the principals and teachers in the zone, using a purposive sample of all the 28 principals and 605 teachers selected from the schools. A 28 item questionnaire was the major instrument for data collection. Mean scores was used in answering the research questions, while t-test statistics was used to test the null hypotheses. The researcher found out among others that, strategies to be adopted to improve students' transportation services include; Adequate funding of schools, posting of transport personnel to schools and active participation of parents teachers association(PTA) in the funding of schools. Moreover, Omu (2006) also carried out a study on management of physical facilities and equipment in secondary schools in Cross River state. His findings among others revealed that physical facilities are in a state of disrepair while equipment obsolete

3. RESEARCH METHOD.

3.1 Area of the Study:

The study was conducted in Akwa Ibom State of Nigeria. Akwa Ibom is one of the 36 States of the Federal Republic of Nigeria created during Gen. Ibrahim Babangida's regime in 23rd September, 1987 from the former Cross River State. It is located within the South-South geopolitical region of Nigeria, which lies on the coast line of equator and longitude 7^o 25 and 8^o 25 of Greenwich Meridian. It covers an area of 8,412 square kilometers (Department of Geography and Regional Planning, University of Uyo, 2013). Akwa Ibom State is bounded by Rivers State on the West, Cross River State on the East, Abia State on the north and Atlantic Ocean on the south. The state has 31 Local Government Areas. Akwa Ibom State is made up of a homogenous group of people believed to have originated from a single stock. The major languages spoken in the state are Ibibio, Annang, and Oron. The cultural similarities among the people of the state are epitomized in dance, food, belief and dressing. The people are predominantly Christians, although some native African religion and Islam are also practiced in the state. The economic practices of the people include farming, fishing, raffia making, wood carving and trading. Educationally, the state has a lot of educational institutions ranging from primary, secondary, and tertiary institutions.

Some Educational Institutes in the state include: University of Uyo, Uyo, Akwa Ibom State University Ikot Akpaden, Akwa Ibom State Polytechnic, Ikot Osurua, Akwa Ibom State College of Education, Afaha Nsit, Maritime Academy of Nigeria, Oron, Akwa Ibom State College of Arts & Sciences, Nnung Ukim, School of Nursing Uyo, Eket, Oron, Ikot Ekpenne, and Etinan. Other private tertiary institutions in the State include; Obong University, Obong Ntak, Apex Polytechnic, Uyo, Heritage Polytechnic, Eket and Uyo City Polytechnic. This study however involved all public tertiary institutions in Akwa Ibom State.

3.2 Design of the Study:

Ex-post facto design was adopted for this study. This design was adopted because the variables considered had already occurred and the opinions of the population surveyed cannot be manipulated.

3.3 Population of the study:

The population of this study consisted of all the 31,451 full time students in all the 4 public tertiary institutions in Akwa Ibom State. This comprised 4,775 students from Akwa Ibom State College of Education, 5,320 students from Akwa Ibom State Polytechnic Ikot Osurua, 4982 students from Akwa Ibom State University Ikot Akpaden and 16,676 students from the University of Uyo. The students were used for this study because they are the direct beneficiaries of students' personnel services in their respective institutions.

3.4 Sample and Sampling Technique:

The sample for this study was 429 students. Multi-stage sampling approach was employed in the study. At first, cluster sampling technique was used to group the tertiary institutions into federal and state government tertiary institutions. Purposive Sampling Technique was used in selecting two institutions (i.e. University of Uyo and Akwa Ibom State College of Education). Simple random sampling technique was used in selecting 429 students representing 2% of the study population.

Table 1: Sample frame for Student in Public Tertiary Institutions in Akwa Ibom State

S/N	Type of tertiary institutions	Name of Institution	institutions selected	population	2% of students in the selected schools
1.	FEDERAL	UNIUYO	1	16,676	333
2.	STATE	AKSU		4982	-
		AKS POLY	-	5320	-
		C.O.E.	1	4,775	96
	TOTAL			31,753	429

Source: Field Survey 2016

3.5 Instrumentation:

A researcher developed instrument titled Management of Students Personnel Services Questionnaire (MSPSQ) and students' academic results in General Studies (GSTs) were the instruments used for this study. The Questionnaire has 30 items/ instruments on Accommodation service, Library services and Transport services. The responses were scored as follows;

SA (Strongly Agree)	4point.
A (Agree)	3points
D (Disagree)	2points
SD (Strongly Disagree)	1point

Students' academic performance data was also obtained and scored using a four point rating scale of A grade, B grade, C grade and D grade. Students who scored

70 and above were rated 4 points, 60 – 69 were rated 3 points, 50 – 59 were rated 2 points while those who scored 40 – 49 were rated 1 point

3.5.1 Validity of Instrument:

In order to ensure the validity of the instruments, the initial drafts of the instruments were validated by 5 validates; three in Educational Management and planning and two in Educational measurement and Evaluation, Faculty of Education, University of Uyo. The items were scrutinized to ensure the suitability and appropriateness of the instrument.

3.5.2 Reliability of the Instrument:

To determine the reliability of the instruments, the researcher carried out a reliability test on students' personnel services and student academic performance in tertiary institutions using two methods; Cronbach Alpha reliability test was conducted on management of students personnel services questionnaire (MSPSQ, while coefficient of the Pearson Product Moment Correlation was used to determine the reliability of the students' academic performance in General studies (GSTs). The instruments were administered to 20 students from the population not selected for the study. Cronbach Alpha Analysis and Pearson Product Moment Correlation coefficients were used to analyze the scores obtained from the data respectively. The reliability indices for the instruments were .784 and .787 respectively. The reliability coefficients from the analysis showed that the obtained values were high enough to justify the use of the instruments. The summary of the analyses is presented in table 2 and 3.

3.6 Administration of the Instrument:

The researchers administered the instruments with the help of two research assistants, who were briefed on how to approach the respondents. Each research assistant visited the two state's tertiary institutions used for the study while the researchers administered the instruments to respondents in the University of Uyo. 428 copies of the questionnaire were retrieved out of 429 copies administered, representing 99 % return rate.

3.7 Statistical Treatment of Data:

Mean, Standard Deviation and the correlation coefficient (r) value of the Pearson Product Moment correlation analysis was used to answer the research questions, while the r-value of the Pearson Product moment correlation analysis was used to test the null hypotheses at 0.05 level of significance. In answering the research questions, any coefficient of (r) above ± 1 value was used to show the strength of the relationship between Students' personnel services and students' academic performance. While in testing the null hypotheses, the r- calculated was compared with r- critical at 0.05 level of significance. If the calculated r- value is greater than the critical r- value, the null hypotheses was rejected, and if the calculated r- value is less than the critical r- value, the null hypotheses was retained.

3.8 Decision Rule:

According to Evans (1996), the following was used to determine the strength of the correlation for the absolute value of r.

$\pm 00-.19$	=	Very Weak relationship
$\pm 20-.39$	=	Weak relationship
$\pm 40-.59$	=	Moderate relationship
$\pm 60-.79$	=	Strong relationship
$\pm 80-1.0$	=	very strong relationship
-1	=	Perfect negative relationship
0	=	No relationship
+1	=	Perfect positive relationship

4. DATA ANALYSIS, RESULTS AND DISCUSION OF FINDINGS

This section presents data analysis, interpretation of result and discussion of findings.

Data Analysis and Results

4.1 Answers to Research Questions:

4.1.1 Research Question One:

What is the relationship between accommodation services and students' academic performance in tertiary institutions?

Table 2: Result of Pearson Product Moment Correlation for the relationship between accommodation services and students' academic performance

Variable	\bar{X}	SD	r- cal
Accommodation services	32.0164	9.63756	
			.131*
Students' Academic Performance	39.3575	10.68720	

N = 428

Table 2 shows the relationship between accommodation services and students' academic performance in tertiary institutions in Akwa Ibom State. The result reveals that the calculated r-value of .131 is very weak and in a positive direction. This therefore means that there is a weak positive relationship between accommodation service and students' academic performance in tertiary institutions in Akwa Ibom State. The positive results indicates that, increase in the provision of accommodation services is accompanied or associated with increase in students' academic performance in tertiary institutions.

4.1.2 Research Question Two:

What is the relationship between library services and Students' academic performance in tertiary institutions?

Table 3: Result of Pearson Product Moment Correlation for the relationship between library services and students' academic performance

N = 428

Variables	X	SD	r- cal
Library services	32.0981	9.63987	
			.145*
Students' Academic Performance	39.3575	10.68720	

Table 3 shows the type of relationship between Library services and students' academic performance in tertiary institutions. The result shows that the calculated r-value of .145 is very weak in nature and in apposite direction. This therefore means that there is a very weak positive relationship between library services and students' academic performance in tertiary institutions. The positive result indicates that increase in the provision of library services is accompanied or associated with an increase in students' academic performance.

4.1.3 Research Question Three:

What is the relationship between transport services and students' academic performance in tertiary institutions?

Table 4: Result of Pearson Product Moment Correlation for the relationship between transport services and students' academic performance

N = 428

Variables	X	SD	r- cal
Transport Services	31.7593	9.65229	
			100*
Students' Academic Performances	39.3575	10.68720	

Table 4 shows the relationship that exists between transport services and students' academic performance in tertiary institutions. The result indicates that the calculated r-value of .100 is very weak in nature and in a positive direction. This therefore implies that there is a very weak positive relationship between transport services and students' academic performance in tertiary institutions. The positive result indicates that increase in the provision of transport services is accompanied or associated with an increase in students' academic performance.

4.2 Testing of Null Hypotheses:

4.2.1 Hypothesis One: There is no significant relationship between accommodation service and students' academic performance.

Table 5: Result analysis of Pearson's Product Moment Correlation for the relationship between accommodation services and students' academic performance.

N= 428

Variables	$\sum X$ $\sum Y^2$	$\sum X^2$ $\sum Y^2$	$\sum XY^2$	r-cal
Accommodation service	13703	711747	30548	.131**
Students' academic performance	16845	539400		

Significant at 0.05 level, N = 428, df = 426, critical r = 0.98

Table 5 reveals that the calculated r- value of .131 is greater than the critical r- value of 0.98 at 0.05 level of significance with 426 degree of freedom. This result is significant, since the cal. r of .131 is greater than .098. Therefore, the null hypothesis which states that there is no significant relationship between accommodation services and students' academic performance in tertiary institutions is rejected in favour of the alternate hypothesis. Therefore, there is a significant relationship between accommodation service and students' academic performance.

4.2.2 Hypothesis Two: There is no significant relationship between library services and students' academic performance in tertiary institutions.

Table 6: Result Analysis of Pearson's Product Moment Correlation for the relationship between library services and students' academic performance

N = 428

Variables	$\frac{\sum X}{\sum Y^2}$	$\frac{\sum X^2}{\sum Y^2}$	$\sum XY^2$	r-cal
Library Service	13738	545070		
			44286	.145**
Students' academic performance	16845	539400		

Significant at 0.05 level, N = 428, df = 426, critical r = 0.98

Table 6 reveals that the calculated r- value of .145 is greater than the critical r-value of .098 at 0.05 level of significance with 426 degree of freedom. This result is significant; therefore, the null hypothesis which states that there is no significant relationship between library services and students' academic performance in tertiary institutions is rejected in favour of the alternate hypothesis. Therefore, there is a significant relationship between Library service and students' academic performance.

4.2.3 Hypothesis Three: There is no significant relationship between transport services and students' academic performance.

Table 7: Result Analysis of Pearson's Moment Product Correlation for the relationship between transport services and students' academic performance

N = 428

Variables	$\frac{\sum X}{\sum Y^2}$	$\frac{\sum X^2}{\sum Y^2}$	$\sum XY^2$	r-cal
Transport Service	13593	547088		
			57879	.100**
Students' academic performance	16845	539400		

Significant at 0.05 level, N = 428, df = 426, critical r = 0.98

Table 7 reveals that the calculated r-value of .100 is greater than the critical r- value of .098 at 0.05 level of significance with 426 degree of freedom. This result is significant. Therefore, the null hypothesis which states that there is no significant relationship between transport services and students' academic performance in tertiary institution is rejected in favour of the alternate hypothesis. Therefore, there is a significant relationship between transport service and students' academic performance.

4.3 Findings of the study:

The findings of this study are presented according to the research questions answered and the null hypotheses tested.

4.3.1 Findings of the Study:

From the analysis of the study, the following findings were revealed;

1. There is a significant relationship between accommodation services and students' academic performance.
2. There is a significant relationship between library services and students' academic performance.
3. There is a significant relationship between transportation services and students' academic performance

4.4 Discussion of Findings:

The discussion of the findings was done under the following sub headings:

4.4.1 Accommodation Service and Students' Academic Performance:

The result of testing hypothesis 1 revealed that there is a significant relationship between accommodation services and students' academic performance. This is seen to be true because the hostel which the students find themselves can influence their performance in school. The result could be attributed to the fact that when students are provided with comfortable and well equipped hostel accommodation in schools, they will concentrate in their studies which can also

help them record high academic success. But on the contrary, when hostel accommodations are not provided or sometimes provided without constant electricity, water supply, canteen services, bathroom and toilet facilities, students will be uncomfortable to learn in such environment which can affect their performance in school adversely. However, this study has revealed that inadequate hostel accommodation in tertiary institutions does not augur well for effective teaching and learning as management and provision of these services in tertiary institutions is poor and grossly inadequate. Students complain that hostel rooms are always overcrowded; facilities dilapidated with poor sanitary condition. In situations like this, students will not learn effectively in schools where hostel accommodation is lacking or provided but with sagging roofs, cracked walls and bushy environment. The students may be afraid of such an environment, lose confidence in themselves, become rude, hostile and aggressive leading to unrest which can in turn lead to affect academic activities negatively.

The result of this study agrees with the findings of Ejionueme (2010) who stated that the buildings, hostels, the school atmosphere, among others are important school environmental issues that determine wealth of the school and the extent to which educational objectives are achieved. The result of this study also conforms with the findings of Ezeukwu (2006) who conducted a study on management of students' hostel accommodation in Polytechnic in Anambra and Enugu States and found out among others that accommodation problem in schools has made students to frequently struggle over bed spaces, facilities and room accessories like pillows, wardrobes, tables and chairs which has in turn affect their academic performance in schools. The result of the findings also supports the opinion of Akuchie (2000) who noted that uncondusive and deplorable state of hostel accommodation in institutions of higher learning affects students' academic performance and their all-round development. The finding is also in line with the opinion of Olutuah (2001) who maintained that the provision of hostel accommodation with the best of facilities will enhance academic excellence as students will live in comfort and feel at home to study.

4.4.2 Library Services and Students' Academic Performance:

In testing hypothesis 2, a significant relationship, was established between library services and students' academic performance. This result could be attributed to the fact that when library services are provided to students in the school, their academic performance will improve. On the contrary, absence of a well-equipped library for students' usage in schools will lead to poor results of students. The provision of well equipped, large, spacious and well ventilated library promotes good reading habits among students and assists the students with resource materials for research. This result is in line with the findings of Ukeje (2002) who noted that school library are meant to provide books for leisure reading as well as providing reference materials and information books where students can consult at point of need which will improve their academic performance. This is also in agreement with the findings of Omu (2006) who noted that the provision of physical facilities such as well-equipped library represent the totality of the school environment for the success of the students. They are therefore important vehicles with which educational objectives are achieved effectively and efficiently. The researcher observed that most tertiary institutions have libraries but the libraries provided are not well equipped with adequate resource materials. Students complain of not always locating relevant books for their reading and research. The finding of this study is also in line with the opinion of Okumagba (2009) who observed that the overall success of any student begins with and depends on the effective provision and utilization of the library materials available.

4.3.3 Transport Services and Students' Academic Performance:

The result of testing hypothesis 3 indicated that there is a significant relationship between transport services and students' academic performance. This is seen to be true because students need means of transportation to move from their halls of residence to their lecture halls and to the library. Adequate provision or availability of transport services in schools reduces stress on the part of the students and make them to be punctual in their lectures. This conforms with the opinion of Catherers (2005) who posited that the availability of transport services in schools helps in the easy movement of students from one campus to another, their halls of residence to lecture halls and to the library. Lack of transport services as noted in some schools indicated that most tertiary institutions cannot afford them due to inadequate funds. This conforms with the findings of Amaizu (2003) who found out that one of the strategies to be adopted to improve students' transportation services is adequate funding of schools. This agrees with the findings of Nwabueze (2005) who found out that tertiary institutions are suffering from inadequate provision of public facilities such as transport service, good road, electricity and constant water supply. Tertiary institutions complain that the provision of these facilities constitute a great strain on their finances. This study however reveals that the inability of schools to provide these services affect students' academic work. This, Ojo (2002) pointed out that inadequacy of intra-campus transport service can lead to students unrest thereby affecting academic work as recorded in the university of Uyo in June, 12, 2013 which was caused by increase in transport fare and inadequate transport services.

5. SUMMARY, CONCLUSION AND RECOMMENDATION

In this section, the previous four sections of this work are highlighted. This chapter specifically focuses on the summary of the study, its findings, conclusion and the recommendation of the research.

5.1 Summary of the Study:

The study was carried out to determine the relationship between Management of students' personnel services and students' academic performance in tertiary institutions in Akwa Ibom state. Three research questions were raised and three null hypotheses were formulated to guide the study. The study adopted ex-post facto design. The population comprised of all the 31,451 students in 4 public tertiary institutions in Akwa Ibom State. The sample for this study was 428 students. Multi stage sampling technique was used to select two tertiary institutions for the study. Data collection was done with the use of a researcher's self-structured questionnaire titled Management of Students' Personnel Services Questionnaire (MSPSQ), 30 items were used to collect data on Management of Students' Personnel services while students' academic result in General Studies (GSTs) was also used to measure the academic performance of students. The instruments were validated by 3 research experts from Department of Educational Management & Planning and 2 from the Department of Educational Measurement & Evaluation. Reliability test was conducted using Cronbach Alpha Reliability test and Pearson's Product Moments Correlation coefficient with a reliability coefficient of .784 and .787 for students' academic performance. Pearson Product Moment Correlation Coefficient Analysis was used to answer research questions and test the null hypotheses at 0.05 alpha levels using the same statistical analysis. The findings of the study revealed that:

There is a significant relationship between availability of accommodation service and students' academic performance, there is a significant relationship between provision of library services and students' academic performance, there is a significant relationship between management of transport services and students' academic performance.

5.2 Conclusion:

It was concluded based on the findings of the study that; there is a significant relationship between management of accommodation service and students' academic performance, there is a significant relationship between management of library services and students' academic performance, there is a significant relationship between management of transport services and students' academic performance.

5.3 Recommendations:

The following recommendations were made based on the findings and conclusion of the study.

1. Hostel accommodation should be provided to students. Dilapidated facilities should be repaired and replaced. Old buildings should be renovated by the authority of tertiary institutions to enable students live comfortable and concentrate on their studies.
2. Libraries in tertiary institutions should be upgraded by the authority of tertiary institutions not only with current book but with ICT facilities for students' usage.
3. The Federal and State governments should disburse adequate funds to tertiary institutions to enable them provide some essential public services such as good roads, bus and taxi services to students.

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