

AVAILABILITY OF EDUCATIONAL RESOURCES AND SECONDARY SCHOOL TEACHERS' "JOB PERFORMANCE IN ABI LOCAL GOVERNMENT AREA OF CROSS RIVER STATE

By

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Abstract

The main purpose of this study is to investigate the relationship between availability of educational resources and secondary school teachers' job performance in Abi Local Government Area of Cross River State. A correlational survey research design was used for the study and a simple random sampling method was employed to choose 100 out of 151 teachers in the coverage area. The study was guided by one research question and a null hypothesis. A questionnaire, titled Availability of Educational Resources as Predictors of Teachers' Job Performance (AERPTJPQ), was used as the data collection tool. The instrument was vetted by experts in the Department of Educational Foundations, University of Calabar. Data were analysed using the Pearson's Product-moment correlation coefficient at 0.5 level of significance. The findings revealed a significant relationship between availability of financial resources and teacher job performance. According to these findings, the study holds that financial resources impact teachers' performance. Support to teachers and the job performance were recommended to be promoted by mobilizing of financial resources. Based on the findings of the study, it is recommended that improving teachers' job performance requires prioritizing the availability of educational resources, particularly financial support, to ensure teachers have the necessary tools to perform effectively.

Introduction

Teachers' job performance is determined by various factors, the availability of educational resources being important. Quality of education system and resources determines the quality of a society as noted by Ugwuanyi (2013). It is therefore important that good effective mobilisation and use of these resources could be a necessity to harvest the best results. It is settled that no institution / organization of learning could effectively function unless and until the resources, especially financial ones so mobilized when required. In other words, rather than mobilizing resources or creating leverage, all of this mobilization is rendered rather futile and empty without that is the resources being mobilized. Mobilization of educational potential is one of the necessary conditions in the solution of the educational tasks at any level. The supply of these facilities, is also a necessary and efficiency of school management (Obeten et al., 2024). Availability of resources also impact the quality of teaching and learning. Fanan et al. (2023) have highlighted that by carefully monitoring and by fostering a strong culture of maintenance the school building resources can be used in full.

It is recently clear that teachers' attempts to make responsible citizens out of learners are getting disrupted day by day due to unavailability of teaching/learning resources. In some schools, students are made to sit on floors in overcrowded and under-ventilated rooms with leaky roofs and unfavourable sanitation conditions. You may ask, how can teachers work in such terrible conditions? This indicates that those charged with mobilising resources may not be meeting their obligations (Bizimana & Orodho, 2014).

According to Mugire (2012) teaching is a noble profession which is complex and it requires skills, knowledge and resources in order to influence student learning. Student learning is determined by the quality of school resources to a large extent. The investment in educational resources will help to deliver schools that promote a sense of community among students, the chance to support each other, and to succeed in an enabling environment. Abayomi and Olwayode (2023) noted that the learning outcomes of students are significantly determined by the presence and appropriate utilization of educational facilities such as the good demarcated ventilated class rooms, spacious laboratories, assembly halls, counseling rooms, and staff rooms. As well as staff: teachers, students and parents. Finance is crucial in

the mobilization of educational resources that will be used in the acquisition and maintaining of these desirable amenities. Many of these resources are essential to fulfilling the mission of a school and assuring the physical and emotional well-being of both a school's staff and students.

Job performance of teachers is the level of commitment in effective teaching, professionalism, moral uprightness and academic excellence exhibited by the teacher. According to Adewonyi and Olwayode (2015), the effective and efficient running of an educational program, such as teachers' job performance, depends immensely on the manner in which the financial resources of the school are handled. They also insisted that resources are not unlimited and they had to make sure they used funding wisely to fight disparities within their schools. In the same line Ategwu (2018) averred that teachers occupy a very prominent place in any school and the progress of the school is greatly determined by their performance. To ensure effectiveness that leads to teachers who perform beyond expectations, teachers need be efficiently managed in a way that strengthens their capacity and job performance. Therefore, "it is against this background that the researchers wish to investigate availability of educational resources and secondary school teachers' job performance in Abi Local Government Area of Cross River State.

Statement of the problem

The performance of teachers has been horrendous in recent times, basically as a result of bad administration, lack of efficient leadership from principals and a gross shortage of instructional materials. Other factors contributing to this condition include lack of professional and technical knowledge and skills, negligence by government, lack of awareness of the importance of intelligence, laziness, failure to appreciate the prospects of resources in the environment, lack of training, poor working conditions, lack of teaching aids, a fundamental problem of funding. These problems seriously affect the efficiency of school management, for example, the abandoned infrastructure deteriorates the teaching quality, and the teacher salaries are low, which makes it difficult to manage schools. Consequently, inadequate payment reduces the morale of teachers' limitation their ability to contribute in achieving the education gains and objectives. Without a clear understanding of this relationship, efforts to improve teaching standards may continue to decline, thereby

weakening the entire secondary education system in Abi Local Government Area of Cross River State.

Purpose of the study

The purpose of the study is to investigate availability of educational resources and secondary school teachers' job performance in Abi Local Government Area of Cross River State. Specifically, it sought to find out

1. The relationship between availability of financial resources as predictors of teachers' job performance in Abi Local Government of Cross River State

Research Questions

The research question was posed to guide the researchers

1. What is the relationship between availability of financial resources and secondary school teachers' job performance in Abi Local Government Area?

Research Hypothesis

Null hypothesis was formulated to guide this study.

1. There is no significant relationship between availability of financial resources and secondary school teachers' job performance in Abi Local Government Area."

Literature Review

Financial resources and teachers job performances.

In any organization, including educational institutions, financial resources are essential for ensuring smooth operations. Ekere, and Odutan (2018) carried out an investigation on the influence of head teachers on mobilization of financial resources towards the actualization of public primary school goals in Odukpani Local Government Area, Cross River State. This research addressed three research questions and three null hypotheses were tested. A random sampling was used for survey research design and 330 teachers were selected from a population of 940 teachers. Data was collected using a self-developed questionnaire namely (Head Teacher) Resource Mobilization for School Goals Attainment (HRMPSGA). Correlation was conducted through Pearson product-moment correlation and the results were significant at 0.05 level. The study established that head teachers' resource mobilization had a positive relationship with achievement of primary school objectives.

Similarly, Ollor (2018) examined utilization of instructional materials in the improvement of teaching and learning in public secondary schools in Rivers State. The target population was 1,358 teachers in 14 secondary schools in the Obio/Akpor LGA of the state and a sample of 407 teachers and 12 principals was selected using purposive and simple random sampling techniques. Data were obtained through a self-developed instrument called Educational Resource Utilization for Effective Teaching and Learning (ERUETL). A descriptive survey design and ANOVA data analysis were used and results indicated absence of effective teaching and learning. The report advised, among other things, that the government should focus on education, and schools should be better regulated and monitored by responsible bodies.

Ugomma and Abayomi (2020) studied the influence of money on teachers' job involvement in public secondary schools in Imo State, Nigeria. Significant correlation with financial resources was also found to be related to teachers' job involvement. It determined money is vital to obtaining, rewarding and retaining other resources in schools. According to their findings, the study suggested that the offering of money is a shared responsibility and not the responsibility of government alone. School principals should also utilize scarce financial resources efficiently to improve teachers' job performance in senior secondary schools.”

Methodology

The research employed quantitative approach, adopting a correlational survey design. “The population of the study was 151 secondary school teachers in Abi LGA from which 100 teachers were randomly sampled. The instrument used for data collection was the questionnaires titled “Availability of Educational Resources as Predictors of Teachers' Job Performance Questionnaire (AERPTJPQ)”. The instrument was validated by experts in the Department of Educational Management, University of Calabar. The reliability of the instrument was done using Cronbach alpha coefficient of 0.79. The researchers were assisted by five trained research assistance in administering and bringing back the filled in questionnaires. Almost all the questionnaires (98 out of 100) were returned. Data was analysed using the Pearson Product Moment Correlation coefficient.

Presentation of results

The result of analysis is presented as follows:

Hypothesis One

The Pearson Product Moment Correlation Analysis was used in order to test the hypothesis since both the dependent and independent variables were measured on continuous scales. The hypothesis was tested at 0.05 level of significance. The summary of result is as presented in table 1.

Table 1

Pearson product moment correlation coefficient analysis of the relationship between availability of educational resources and secondary school teachers’ job performance in Abi Local Government Area (N = 100)

Variable	$\frac{\sum X}{\sum Y}$	$\frac{\sum x^2}{\sum Y^2}$	$\sum xy$	r-cal.
Availability of educational resources	1431	5928	7024	0.71
Teachers’ job performance	1363	4226		

X = 0.05, critical r = 0.200, df = 98.

The results in Table 1 showed that the calculated r-value of 0.71 is greater than the tabulated r-value 0.200 at the 0.05 significance level with 98 degrees of freedom. Thus, the null hypothesis was rejected. It implies that there is a close association between availability of fund and job performance of teachers in the secondary school in the study area.

Discussion of findings

The study results indicated a significant relationship between financial resource and the job performance of secondary school teachers in the study area. This is consistent with the result of Ugomma and Abayomi (2020) that finds a significant relationship between financial resources and job involvement of teachers.” From these findings, the study concluded that a relatively strong financial condition is the cornerstone of securing, paying for and retaining other necessary conditions in the school.

Conclusion

Based on the result of this study, it is inferred that education resources contribute significantly to the job performance of secondary school teachers in Abi Local Government Area. While the original prediction did not suggest that funding and performance were directly and pathologically related, it is clear that school resources do matter when it comes to improving teacher efficiency. The positive relationship highlights the importance of adequate resources that help to help teachers do their job.

Recommendations

In line with the finding of the study, it was recommended teachers' job performance, it is essential to prioritize the availability of educational resources, including financial support ensuring that teachers have the tools they need to succeed. Additionally, implementing regular professional development programs will equip educators with the necessary skills to effectively utilize these resources, fostering a more productive teaching environment.

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