EXETENT OF EDUCATIONAL RESOURCES UTILIZATION FOR TEACHER JOB PERFORMANCE IN SECONDARY SCHOOLS IN ANAMBRA STATE, NIGERIA

Umeozor, Uzonna Juliana *Ph.D*
Department of Educational Management and Policy
Nnamdi Azikiwe University, Awka, Anambra State

Abstract
This study investigated the extent of educational resources utilization for teacher job performance in secondary schools in Anambra State. Three research questions and three null hypotheses guided the study. The study adopted the descriptive survey research design. Population of the study comprised 5,976 teachers from 258 public secondary schools located in urban and rural areas in Anambra State. The sample size for this study was made up of 1,195 teachers from 133 secondary schools drawn using proportionate random sampling technique. A questionnaire titled: "Extent of Utilization of Available Educational Resources for Teacher Job Performance Questionnaire (EUAERTJPQ)" was used in eliciting information from the teachers in this study. Data gathered from the pilot test were analyzed using Cronbach Alpha method. This yielded an overall coefficient of internal consistency of 0.82. Data collected and collated were quantitatively analyzed using descriptive statistics of mean scores and standard deviation in order to answer the research questions, while hypotheses were tested at 0.05 level of significance using t-test statistics. Findings of the study indicated among others that: the available physical plant, printed and non-printed resources for teacher job performance in secondary schools were utilized to a moderate extent in Anambra State and a ***significant*** *difference was found between the mean ratings of teachers on the extent of utilization of available physical plant resources for teacher job performance in rural and urban secondary schools in Anambra State. Based on the findings, recommendations were proffered and among these included that: the Anambra State government and Post Primary Schools Service Commission should constantly audit, up-grade and maintain the available physical plant resources in secondary schools in order to ensure that they are properly utilized for teacher job performance.*

Keywords: *Educational, Resources, Utilization, Teacher, Job, Performance, Secondary, Schools*

Introduction

Educational resources, be it human or material resource, play vital role in both the education system and instructional delivery in the classroom. They are

also included as one of the most important machineries useful for promoting the effectiveness of teaching and learning in the secondary schools. Educational resources have great significance in promoting administrative processes and likewise students' academic achievements. For instance, the presence of material resources as part of educational resources in the school environment impacts greatly on teachers' job performance in the classroom. Teaching and learning cannot yield positive results without the teacher making use of some educational resources during classroom presentations. The level of teachers' job performance and their success in teaching various subjects in secondary schools is greatly dependent on the degree and extent of utilization of up-to-date education resources which revolve around facilities, equipment and supplies like the physical plants, printed and non-printed materials. Many scholars, researchers and other stakeholders in the education sector like Emetarom (2003), Kola (2007), Olulube (2006), Shehu and Mohammed (2014), Ugwuanyi (2013), Wanjiku (2013) and others have come to the realization that material resources are very crucial for all round development of individual competences within the school environment. From a human perspective, a resource is anything obtained from the environment to satisfy human needs and wants *(Miller & Spoolman, 2011).*Atieno (2014), Ezeh (2010), Okoro (2006), Wanjiku (2013) defined educational resources as physical, material, human and financial inputs in the teaching and learning process. They include things or facilities in the school and learning environment, which are used to attain the goals and objectives of the school organization. Educational resources also include texts, videos, software, audio-visuals, printed materials, non-printed materials and other materials that teachers use to assist students to meet the expectations of learning (Kochhar, 2012). The resources can be broadly grouped into two as human and material resources (Manson & Nor, 2011; *Miller & Spoolman, 2011;* Nwaham, *2011; Stephen, 2011*). Ehiamelator in Dodo, Ajiki and Abimiku (2010) defined material resources as operational inputs of every instructional programme. That is to say, they are inputs which aid the teacher to achieve some level of instructional efficiency and effectiveness. The Federal Ministry of Education (FME) (2000), identified school material resources to include the classrooms, libraries, laboratories, books, workshops, school buildings, playfields, school farms, garden, electrical fixtures, equipment, time, land, transport, the school environment, toilet facilities, and portable water while human resources include teachers, non-teaching staff, school administrators, among others. Educational resources as defined in this study are tools, instruments, services and devices which assist teachers to effectively deliver their lessons in the classroom. However, educational resources investigated in the present study include the physical plant materials, printed and non-printed materials.

The school physical plants resources refer to all the physical properties of a school, consisting of the site, grounds, buildings, and the various facilities and equipment within the school grounds and inside the school buildings (Kimeu,

Tanui & Ronoh, 2015; Macalino, 2014; Maicibi, 2003). To Macalino, physical plant resources include; the site, buildings, laboratories, libraries, furniture, equipment, among others. Printed resources in secondary schools according to Nzeneri (2010) are instructional materials like pen, black and white or coloured prints like pamphlets, workbook, study materials, brochures, memo-graphs, periodicals, newspapers, dictionary, teachers' manual and guide, textbooks, graphic materials, note of lesson, lesson plan, scheme of work, curriculum syllabus and downloaded materials for the internet, among others. The non-printed resources are those durable materials that do last and they include real objects, hard wares, equipment and high-technology/digital materials that provide educational information and act as excellent tools for instructional delivery. These resources equally appeal to all the five senses of sight (seeing), hearing, touching, tasting and smelling. Many of these non-printed machineries apart from the real objects operate with electricity or batteries (Nzeneri, 2010). Teachers' job performance in the secondary education system in Anambra State cannot be effective without utilization of varieties of these educational resources. This is so because, educational resources form the hub around which effective teaching, leading to the realization of positive outcomes in secondary education revolves. The extent to which the physical plant materials, printed and non-printed materials are provided in the school, determines how teachers will utilize them in schools for their utmost performance (Wanjiku, 2013). Therefore, utilization of educational resources could be useful for teacher job performance as identified in the studies of Adebule and Ayoola (2014), Andambi and Kariuki (2013), Dodo, Ajiki and Abimiku (2010), Kyara (2013), Ntui and Udah (2015), Nyange (2013), Owate and Iroha (2013), Valdez (2006), and Wanjiku (2013). For these studies, educational resources share close relationships with teacher job performance, satisfaction and students' academic performance and achievements. This means that for any subject taught in secondary schools, relevant learning resources (materials) are necessary for teaching in order to meet the instructional objectives as indicated by the Federal Ministry of Education (2000) and Federal Republic of Nigeria (2013). Appropriateness in the utilization of educational resources is an important factor or component in the implementation of the curriculum which helps the implementers such as teachers to realize the stipulated goals and guide them in the teaching-learning process in the classroom practice (Frankie-Dolor, 2002). This is corroborated by Adeboyeje in Akinsolu (2012) that physical facilities are essential materials that must be put in place and into consideration for quality of instructions and the objectives of the school system to be accomplished.

Utilization according to Ugwuanyi (2013) simply represents the actual patronage of the school facilities, equipment and supplies by the teacher in teaching. Hornby in Ugwuanyi (2013) explained utilization as the act of making use of available services at the individual's disposal.Philip Lief Group (2013) opined that utilization is that something is equal to or fully sufficient for a specified

or implied requirement. It also means how resources are used to get good results (Okoth, 2011). When resources are sufficiently available in schools, teachers get the satisfaction they need in utilizing them in teaching and their best performance in using the resources in the classroom is guaranteed. Teachers need educational resources in order to boost their hidden potentials, competences, performance and satisfaction. Adequate and quality facilities according to Ogunsaju (2000) must be utilized in the system for developing the human resources like the teachers in order to ensure school effectiveness. Ogunsaju further stressed that the situation whereby teachers are made to teach students without adequate use of educational resources should be discouraged and the need to support teachers with relevant teaching resources should be intensified.

Teacher job performance as defined by Sonnentag, Volmer and Spychala (2010) has to do with teachers' behavioural aspect which refers to what people do while at work, the action itself. Conversely, the extent and amount of resource utilization in most cases may differ as a result of school type and location (urban and rural). A place is urban or rural by policy which is usually determined by the government. In this study, urban secondary schools are those secondary schools that are located in areas that have been designated as urban areas and known for high level of development. Rural secondary schools are those secondary schools that are geographically located in areas designated as rural areas (Igbofocus, 2011; Department of Planning, Research and Statistics (PRS) of the Anambra State Post Primary Schools Service Commission –PPSSC, 2017). Most times utilization of resources in schools is affected by some variables like school location (urban and rural). Considering the influence of school location as a determinant factor on the provisions of school resources, Ugwuanyi (2013) found that utilization of such facilities and supplies may vary among secondary schools according to school type and geographical location differences among the schools. There are yet scanty research reports on influence of school location and school type on teachers' utilization of resources in Nigeria. This is similar to the assertion made by Ayogu and Nworgu in Ugwuanyi (2013) that urban students out-performed their rural counterparts in physics achievement. The study agrees with the findings of Owoye (2000) which showed that urban students performed better than rural students as a result of resource utilization.

The phenomenon of school location (whether urban or rural) on educational resources utilization is investigated in the present study to determine whether these variables account for possible differences in the extent of resource utilization for teacher job performance in the secondary schools. Teachers in the urban and rural schools can have their own views concerning the extent of utilization of

educational resources for teacher job performance and this is also what the present study intend to find out. It may also be the reason for differences in teachers' job performance. In Anambra State, the amount of resources available seems not to consider the students' capacity in many of the schools. This could have been affected by the teacher factor through their job performance. This is evident in the study of Adetula (2005), Ekpo and Eze (2015), Kyara (2013) whose testimony revealed that if teachers are not efficient hence low job performance. Affianmagbon (2007) complained that the constant cases of teachers' inefficiency, low level of teachers' commitment and performance constituted a big problem towards the attainment of educational goals in the secondary schools. Given similar scenario in secondary schools in Anambra State, this bad situation has kept both the researcher and other education stakeholders worrisome.

A cursory look at the development of secondary schools in the State has shown that there are evidences of lapses in majority of the teachers' job performances and work. Lapses in teachers' job performance and work are mostly expressed through their negative behaviour and attitude towards work and poor commitments. This seems to have negative consequences on students' performances in both internal and external examinations. The problem of resource utilization as regards to the school physical plant facilities, printed and non-printed facilities in connection with teacher job performance in secondary schools in Anambra State has become a new matter of discourse for researchers and likewise questionable. The current situation of things on ground showcases that many of the teachers in Anambra State secondary schools, whether rural or urban secondary school, are still teaching and working under very difficult conditions and poor working environment where many of these educational resources like the physical plants resources, printed and non-printed resources are not properly utilized. With this devastating state, where teachers find difficulties in performing their task and function constitute a challenge which has consequences on effectively realizing educational goals in Anambra State. Despite the Anambra State government efforts to support schools with educational resources in order to improve teachers' job performance, a lot of things are still at stake and the situation has not changed much. The problem concerning educational resources utilization for teacher job performance which has necessitated the present study therefore stands as the gap which must be filled. The present study sought to address the extent of educational resource(s) utilization for teacher job performance in secondary schools in Anambra State, which is the problem of the study.

Purpose of the Study

The purpose of this study was to examine the extent of educational resources utilization for teacher job performance in secondary schools in Anambra State. Specifically, the study examined the:

1. extent of teachers utilization of the available physical plant resources for teacher job performance in rural and urban secondary schools in Anambra State.
2. extent of teachers utilization of the available printed resources for teacher job performance in rural and urban secondary schools in Anambra State.
3. extent of teachers utilization of the available non-printed resources for teacher job performance in rural and urban secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. To what extent are the available physical plant resources utilized for teacher job performance in rural and urban secondary schools in Anambra State?
2. To what extent are the available printed resources utilized for teacher job performance in rural and urban secondary schools in Anambra State?
3. To what extent are the available non-printed resources utilized for teacher job performance in rural and urban secondary schools in Anambra State?

Hypotheses

The following null hypotheses were tested at α 0.05 level of significance in the study:

1. There is no significant difference in the mean ratings of teachers on the extent of their utilization of the available physical plant resources for teacher job performance in rural and urban secondary schools in Anambra State.
2. There is no significant difference in the mean ratings of teachers on the extent of their utilization of the available printed resources for teacher job performance in rural and urban secondary schools in Anambra State.
3. There is no significant difference in the mean ratings of teachers on the extent of their utilization of the available non-printed resources for teacher job performance in rural and urban secondary schools in Anambra State.

Method

The descriptive survey research design was adopted in the study. The population of the study comprised 5,976 teachers in the 258 public secondary schools located in urban and rural areas of Anambra State. The sample size for this study was made up of 1,195 teachers from 133 secondary schools picked using proportionate

stratified random sampling technique. A structured questionnaire titled - "Extent of Utilization of Available Educational Resources for Teacher Job Performance Questionnaire (EUAERTJPQ)", which was divided into two sections and contained 59 items was used to collect data for the study. Items on the instrument (EUAERTJPQ) was measured on a 4-point scale and rating as: (a) Very High Extent (VHE) – 4 points, High Extent (HE) – 3 points, Moderate Extent (ME) – 2 points and Low Extent (LE) – 1 point, as response items for extent of educational resources utilization for teacher job performance. Two experts in Educational Management and Policy and one in measurement and evaluation validated the research instrument. The reliability of the instrument was determined through a pilot-test. Copies of the questionnaire were administered on a sample of 30 teachers from three public secondary schools in Enugu State. The Cronbach Alpha technique was used to measure the internal consistency of the EUAERTJPQ which yielded coefficients 'r' value of 0.68, 0.60 and 0.64 for each of the three clusters, and an overall reliability 'r' value of 0.82. A total of 1,195 copies of the questionnaire were distributed to the teachers (respondents) by the researcher with the help of six research assistants. Data collected and collated were quantitatively analyzed using the descriptive statistics of aggregate mean and standard deviation. The decision rule for the items on each of the research questions was based on the premise that any statement with a mean score of 2.50 and above was accepted, while any one below 2.50 was rejected. The three null hypotheses were tested at 0.05 level of significance using t-test statistics. The decision rule was based upon that wherever p-value obtained or calculated value is greater than or equal to the alpha 0.05 level of significance, the null hypothesis – H_0 is not rejected (accepted). On the other hand, a null hypothesis – H_0 is rejected wherever an obtained or calculated *p*-value is less than the alpha 0.05 level of significance.

Results

Research Question 1: To what extent are the available physical plant resources utilized for teacher job performance in rural and urban secondary schools in Anambra State?

Table 1: Mean Scores and SD of the Respondents Ratings on the Extent to which the Available Physical Plant Resources are Utilized for Teacher Job Performance in Rural and Urban Secondary Schools in Anambra State
N= 1,195

S/N	Items	Rural $\bar{X}$	Decision $\bar{X}$		Urban $\bar{X}$	Decision SD	
1	Staff rooms with adequate ventilation are utilized by teachers for consultations and timely give feedback to students	2.22	0.98	**ME**	2.41	1.08	**ME**
2	Functional library stocked with up to date books are journals are utilized by teachers for their research consultations and private reading	1.96	0.94	**ME**	2.35	1.07	**ME**
3	Technical workshop are utilized by teachers to teach basic technology practical for skill acquisition	2.20	1.03	**ME**	2.31	1.08	**ME**
4	Workshop utilized by teachers in vocational subject areas like Home economics practical in order to support group task	1.96	0.92	**ME**	2.30	1.11	**ME**
5	Art studio used by teachers to conduct Fine and applied arts practical	1.55	0.70	**ME**	2.34	1.07	**ME**
6	Functional guidance and counseling unit are utilized by teachers for consultations and to support students academic growth	2.13	0.88	**ME**	2.27	1.10	**ME**

S/N	Items	Rural $\bar{X}$	Decision $\bar{X}$		Urban $\bar{X}$	Decision SD	
7	Classrooms of 35-40 seating capacity with adequate space and ventilation are utilized by teachers to aid active teaching and students participation in class	2.66	1.02	**HE**	2.59	1.08	**HE**
8	Computer room are used for students practical during computer class	2.14	0.95	**ME**	2.44	1.06	**ME**
9	Football/Games field of (1.5 hectares) are utilized by teachers for outdoor games of students' learning	2.52	0.93	**HE**	2.51	1.08	**HE**
10	Farmland/Fish farm of ($40m^2$) are used for Agricultural science practical	2.26	1.03	**ME**	2.31	1.09	**ME**
11	Classroom furniture and fittings with cupboards/cabinets and shelves are utilized teachers to keep books and other materials in all the classrooms	1.64	0.87	**ME**	2.34	1.10	**ME**
12	Water supply/borehole are utilized by teachers for conveniences purposes in the school	1.72	0.88	**ME**	2.31	1.07	**ME**
13	Fire-fighting equipment installed in all laboratories and administrative office are used for protection during fire outbreak	1.56	0.66	**ME**	2.32	1.08	**ME**
14	Playground for recreational activities are used by teachers to support students' learning	1.58	0.67	**ME**	2.32	1.12	**ME**
15	Separate toilet facilities are utilized by male and females teacher in the school	2.14	1.06	**ME**	2.46	1.14	**ME**

S/N	Items	Rural $\overline{X}$	Decision $\overline{X}$		Urban $\overline{X}$	$\overline{X}$	Decision SD
16	Enough chairs and tables are utilized for teachers comfort in the classroom	1.96	1.04	**ME**	2.20	1.11	**ME**
17	Enough chairs and tables are utilized for students comfort and effective class control while teaching in the classroom	1.80	0.80	**ME**	2.38	1.12	**ME**
18	School bus is used by teachers as at when needed for excursions and field trips in order to expose reality of teachings in the classroom and support outdoor learning	1.76	0.88	**ME**	2.39	1.11	**ME**
19	Functional standby generator set are used for illuminating lighting into the classroom during presentations	1.68	0.80	**ME**	2.21	1.06	**ME**
20	Sports hall utilized by teachers for the indoor games	1.75	0.83	**ME**	2.31	1.09	**ME**
21	Physics laboratory are utilized by teachers to support students' physics practical	1.90	0.93	**ME**	2.37	1.10	**ME**
22	Chemistry laboratory are utilized by teachers to conduct chemistry practical	2.21	1.06	**ME**	2.32	1.1.0	**ME**
23	Biology laboratory used by teachers for biology practical	2.20	0.89	**ME**	2.46	1.08	**ME**
24	Integrated science laboratory are utilized by teachers to conduct integrated science practical	1.82	0.89	**ME**	2.39	1.07	**ME**
25	Language and music laboratory are used by teachers to conduct arts practical	1.27	0.60	**LE**	2.13	1.04	**ME**
26	First aid box available in each of the classrooms	2.12	0.99	**ME**	1.99	0.99	**ME**

S/N	Items	Rural $\bar{X}$	Decision $\bar{X}$		Urban $\bar{X}$	Decision SD	
27	Electrical ceiling fans are functional always for students' comfort while teaching in the classroom	1.69	0.81	**ME**	2.05	1.01	**ME**
28	Nature corner space are used by teachers to display specimen, puppets and real object for students learning in the classroom	2.56	1.03	**HE**	2.23	1.03	**ME**
29	School typing pool used by teachers to promote students practical in vocational subjects, as well as for typing and printing documents during examination and test	2.44	1.10	**ME**	1.85	0.90	**ME**
	Mean of Means and Standard Deviation	**1.97**	**0.90**	**ME**	**2.31**	**1.07**	**ME**

Analysis of the result in Table 1 shows from the mean ratings of the respondents (teachers) in the rural public secondary schools indicated that only items 7, 9 and 28 were rated above the acceptable mean score of 2.50 in agreement with the statements. All other items 1 to 6, 8, 10 to 27 and 29 were rated below 2.50 in disagreement with the statements. Analysis of the result still in Table 1, as shown from the mean ratings of the respondents (teachers) in the urban public secondary schools indicated that only items only items 7 and 9 were rated above 2.50 in agreement with the statements. Items 1 to 6, 8 and 10 to 29, were rated below 2.50 in disagreement with these statements. The mean of means of rural and urban public secondary schools of 1.97 and 2.31 showed that respondents reacted negatively to majority of the items. The standard deviation of the rural and urban public secondary schools is 0.90 and 1.07, showing huge deviation in the scores. This result revealed that the available physical plant resources for teacher job performance in secondary schools were utilized to a moderate extent in Anambra State.

Research Question 2: To what extent are the available printed resources utilized for teacher job performance in rural and urban secondary schools in Anambra State?

Table 2: Mean Scores and SD of the Respondents Ratings on the Extent to which the Available Printed Resources are Utilized for Teacher Job Performance in Rural and Urban Secondary Schools in Anambra State

N= 1,195

S/N	Items	Rural		Decision	Urban		Decision
		$\bar{X}$	SD		$\bar{X}$	SD	
30	Curriculum is utilized to prepare the school programmes	2.92	0.89	**HE**	2.81	1.06	**HE**
31	Syllabus are utilized by teachers for day to day lesson plan preparations	2.80	0.96	**HE**	2.85	1.05	**HE**
32	Classroom register are utilized by teachers for students rolls in class	3.20	0.81	**HE**	3.31	0.70	**HE**
33	Educative wall charts are pasted by teachers on the walls in the classrooms to promote learning in different subject areas	1.67	0.86	**ME**	2.23	1.09	**ME**
34	Dictionary are utilized during instructional delivery to find meaning of some concepts and guide students' learning	2.21	1.03	**ME**	2.22	1.06	**ME**
35	Graphics for picture representation in teaching various subjects are displayed to support teaching	2.00	0.97	**ME**	2.41	1.12	**ME**
36	Maps are used during geography teaching to support students' learning	1.61	0.83	**ME**	2.37	1.05	**ME**
37	Work books are utilized by teachers in all subjects to give students assignment that will boost their cognitive and independent study	2.62	1.08	**HE**	2.58	1.06	**HE**
38	Current textbooks are frequently utilized by teachers to support their teaching in various subject areas	2.78	0.99	**HE**	2.51	1.05	**HE**
39	Posters and cartoons are used to support and display evidence of the lesson taught in the classrooms	1.89	1.05	**ME**	2.31	1.02	**ME**

S/N	Items	Rural		Decision	Urban		Decisio
		$\bar{X}$	SD		$\bar{X}$	SD	
40	Up-to-date textbooks in the library with wider coverage in all subjects are used by teachers to promote research and teaching in varying context	2.02	0.88	**ME**	2.12	1.03	**ME**
41	Pamphlets on past questions and answers available for different subjects	2.09	0.86	**ME**	2.41	1.09	**ME**
42	Drawing book for sketches and other drawings are utilized in introductory technology and creative arts subjects	2.08	0.85	**ME**	2.16	1.06	**ME**
	Mean of Means and Standard Deviation	**2.30**	**0.93**	**ME**	**2.48**	**1.03**	**ME**

Analysis of the result in Table 2, as shown from the mean ratings of the respondents (teachers) in the rural and public secondary schools showed that teachers in the rural and urban areas share similar results. Results of the teachers in the rural and urban public secondary schools indicated that only items 30, 31, 32, 37 and 38 were rated above the acceptable mean score of 2.50 in agreement with the statements. All other items 33, 34, 35, 36, 39, 40, 41 and 42 were rated below 2.50 in disagreement with the statements. The standard deviation of the rural and urban public secondary schools is 0.93 and 1.03, showing huge deviation in the scores. This result revealed that the available printed resources for teacher job performance in secondary schools were utilized to a moderate extent in Anambra State.

Research Question 3: To what extent are the available non-printed resources utilized for teacher job performance in rural and urban secondary schools in Anambra State?

Table 3: Mean Scores and SD of the Respondents Ratings on the Extent to which the Available Non-Printed Resources are Utilized for Teacher Job Performance in Rural and Urban Secondary Schools in Anambra State
N= 1,195

S/N	Items	Rural		Decision	Urban		Decision
		$\bar{X}$	SD		$\bar{X}$	SD	
43	Laboratory tools and kits available for teaching physics practical	1.98	1.05	**ME**	2.38	1.12	**ME**
44	Laboratory tools and kits available for teaching chemistry practical	1.92	0.98	**ME**	2.25	1.09	**ME**
45	Laboratory tools and kits available for teaching biology practical	1.79	0.94	**ME**	2.29	1.03	**ME**
46	Workshop equipment available for teaching home economics practical	1.78	0.94	**ME**	2.21	1.06	**ME**
47	Workshop technical tools and kits provided for teaching basic technology practical	1.88	1.03	**ME**	2.07	1.03	**ME**
48	Computers available for practical and research	1.40	0.77	**LE**	2.22	1.06	**ME**
49	Television set available for teaching in different subjects	1.29	0.61	**LE**	1.73	0.81	**ME**
50	Radio set with tape recorder available for teaching in different subject	1.58	0.80	**ME**	1.86	1.01	**ME**
51	Public address system available in the classroom for presentations	1.33	0.60	**LE**	1.91	0.90	**ME**
52	Chalkboard/whiteboard installed on the wall in all the classrooms	2.28	1.00	**ME**	3.16	0.82	**HE**
53	Flannel boards installed on the side wall of each classroom	1.35	0.67	**ME**	1.92	0.88	**ME**
54	Internet facilities installed in the school for browsing and surfing of information from different websites	1.10	0.43	**LE**	1.57	0.81	**ME**

S/N	Items	Rural		Decision	Urban		
		X	**SD**		$\bar{X}$	**SD**	**Decision**
55	Projectors available for teaching in different subjects	1.35	0.67	**LE**	1.88	1.02	**ME**
56	Models/dioramas available for display in teaching various subjects in the classrooms	1.10	0.43	**LE**	1.87	0.91	**ME**
57	Functional printers and scanners available to print documents in the administrative office	1.32	0.70	**LE**	1.99	1.04	**ME**
58	Functional photocopiers available for producing and duplicating materials in large quantities	1.29	0.64	**LE**	2.07	1.02	**ME**
59	Athletic facilities and sports equipment are utilized by teachers to aid practical exercises in physical and health education	1.45	0.75	**LE**	1.92	0.97	**ME**
Mean of Means and Standard Deviation		**1.54**	**0.77**	**ME**	**2.07**	**0.97**	**ME**

Analysis of the result presented in Table 3, as shown from the mean ratings of the respondents (teachers) in the rural public secondary schools indicated that all the items from 43 to 59 were rated below 2.50 in disagreement with the statements. Further analysis of the result in Table 3, as shown from the mean ratings of the respondents (teachers) in the urban public secondary schools indicated that only items only item 52 rated above 2.50 in agreement with the statements. All other items 43 to 51 and 53 to 59 were rated below 2.50 in disagreement with the statements. The mean of means of rural and urban public secondary schools of 1.54 and 2.07 showed that respondents reacted negatively to majority of the items. The standard deviation of the rural and urban public secondary schools is 0.77 and 0.97, showing huge deviation in the scores. The result revealed that the available non-printed resources for teacher job performance in secondary schools were utilized to a moderate extent in Anambra State.

$H0_1$: There is no significant difference in the mean ratings of teachers on the extent of utilization of the available physical plant resources for teacher job performance in rural and urban secondary schools in Anambra State.

Table 4:

t-test Comparison of no Significant Difference in the Mean Ratings of Teachers on the Extent of Utilization of the Available Physical Plant Resources for Teacher Job Performance in Rural and Urban Secondary Schools in Anambra State

Group	Sample Size	Mean	Standard Deviation	t-Cal.	Degree of Freedom	Std Error	p-value	Decision
Rural	409	30.24	12.76	-8.594	1193	.89851	.000	Significant Difference
Urban	786	37.96	15.67					

The result in Table 4 indicates that the calculated t-test value is -8.594 and a p-value .000 with degree of freedom (d.f) 1193 at 5% (0.05) level of significance. Since the p-value .000 is less than the alpha level (P < 0.05), the null hypothesis is rejected. Thus, there is a significant difference in the mean ratings of teachers on the extent of utilization of available physical plant resources for teacher job performance in rural and urban secondary schools in Anambra State.

$H0_2$: There is no significant difference in the mean ratings of teachers on the extent of utilization of the available printed resources for teacher job performance in rural and urban secondary schools in Anambra State.

Table 5

t-test Comparison of no Significant Difference in the Mean Ratings of Teachers on the Extent of Utilization of the Available Printed Resources for Teacher Job Performance in Rural and Urban Secondary Schools in Anambra State

Group	Sample Size	Mean	Standard Deviation	t-Cal.	Degree of Freedom	Std Error	p-value	Decision
Rural	409	29.88	11.28	-3.194	1193	.75248	.001	Significant Difference
Urban	786	32.28	12.86					

The result in Table 5 indicates that the calculated t-test value is -3.194 and a p-value of .001 with degree of freedom (df) 1193 at 5% (0.05) level of significance. Since the p-value .001 is less than the alpha level (P < 0.05), the tested null hypothesis is rejected. Thus, there is a significant difference in the mean ratings of teachers on the extent of utilization of available printed resources for teacher job performance in rural and urban secondary schools in Anambra State.

$H0_3$: There is no significant difference in the mean ratings of teachers on the extent of utilization of the available non-printed resources for teacher job performance in rural and urban secondary schools in Anambra State.

Table 6
t-test Comparison of no Significant Difference in the Mean Ratings of Teachers on the Extent of Utilization of the Available Non-Printed Resources for Teacher Job Performance in Rural and Urban Secondary Schools in Anambra State

Group	Sample Size	Mean	Standard Deviation	t-Cal.	Degree of Freedom	Std Error	p-value	Decision
Rural	409	26.52	12.39					
				-9.782	1193			Significant
Urban	786	35.29	15.78			.89686	.000	Difference

The result in Table 6 indicates that the calculated t-test value is -9.782 and a p-value of .000 with degree of freedom (df) 1193 at 5% (0.05) level of significance. Since the p-value .000 is less than the alpha level (P < 0.05), the tested null hypothesis is therefore, rejected. Thus, there is a significant difference in the mean ratings of teachers on the extent of utilization of available non-printed resources for teacher job performance in rural and urban secondary schools in Anambra State.

Discussions

Finding of the study discovered that the extent of teachers' utilization of the available physical plant resources for teacher job performance in the rural and urban secondary schools were to a moderate extent. This finding further indicated that in the rural public secondary schools in Anambra State, only classrooms of 35-40 seating capacity with adequate space and ventilation are utilized to a high extent by teachers to aid active teaching and students participation in class. Football/Games field of (1.5 hectares) are utilized to a high extent by teachers for outdoor games of students' learning. And nature corner spaces are used to a high extent by teachers to display specimen, puppets and real object for students learning in the classroom in the rural secondary schools. It was further found out that staff rooms with adequate ventilation are utilized to a moderate extent by teachers for consultations and timely give feedback to students. Functional library stocked with up to date books and journals are utilized to a moderate extent by teachers for their research consultations and private reading. Technical workshops are utilized to a moderate extent by teachers to teach basic technology practical for skill acquisition. Workshops are utilized to a moderate extent by teachers in vocational subject areas like Home economics practical in order to support group task. Art studio used by teachers to conduct Fine and applied arts practical; and functional guidance and counseling unit were utilized to a moderate extent by teachers for consultations and to support students' academic growth. Also, computer rooms are used to a moderate extent for students practical during computer class. Farmland/Fish farm of ($40m^2$) are used to a moderate extent for Agricultural science practical.

Classroom furniture and fittings with cupboards /cabinets and shelves are utilized to a moderate extent by teachers to keep books and other materials in all the classrooms. Water supply/boreholes are utilized to a moderate extent by teachers for conveniences purposes in the school. Fire-fighting equipment installed in all laboratories and administrative offices are used for protection during fire outbreak. Playgrounds for recreational activities were used to a moderate extent by teachers to support students' learning. Separate toilet facilities are utilized to a moderate extent by male and female teachers in the schools. Chairs and tables are utilized to a moderate extent for teachers comfort in the classroom. Chairs and tables for students comfort and effective class control while teaching in the classroom are utilized to a moderate extent. School bus is used to a moderate extent by teachers as at when needed for excursions and field trips in order to expose reality of teachings in the classroom and support outdoor learning. Functional standby generator set are used to a moderate extent for illuminating lighting into the classroom during presentations. Sports hall are utilized to a moderate extent by teachers for the indoor games. Physics laboratory are utilized to a moderate extent by teachers to support students' physics practical. Chemistry laboratory are utilized to a moderate extent by teachers to conduct chemistry practical. Biology laboratory are used to a moderate extent by teachers for biology practical. Integrated science laboratory are utilized to a moderate extent by teachers to conduct integrated science practical. Language and music laboratory are used to a low extent by teachers to conduct arts practical. First aid box available in each of the classrooms are utilized to a moderate extent. Electrical ceiling fans were functional to a moderate extent to always for students' comfort while teaching in the classroom. School typing pools are used to a moderate extent by teachers to promote students practical in vocational subjects, as well as for typing and printing documents during examination and test. In the urban public secondary schools, it was found that only classrooms of 35-40 seating capacity with adequate space and ventilation, and football/Games field of (1.5 hectares) for outdoor games of students' learning, were utilized to a high extent by teachers in the urban public secondary schools in Anambra State. It was further found out that staff rooms with adequate ventilation, functional library stocked with up to date books and journals, technical workshops for skill acquisition and workshops for vocational subjects, were all utilized to a moderate extent by teachers.Art studios were utilized to a moderate extent by teachers. Computer rooms for students practical, farmland/Fish farm of ($40m^2$) for Agricultural science practical, classroom furniture and fittings with cupboards /cabinets and shelves, water supply/boreholes for conveniences purposes in the school, fire-fighting equipment installed in all laboratories and administrative offices, playground, separate toilet facilities for male and female teachers in the schools, were all utilized to a moderate extent by teachers.

Chairs and tables for teachers and students comfort in the classroom were also utilized to a moderate extent. School bus for excursions and field trips,

functional standby generator set, sports halls for the indoor games, physics laboratory, chemistry laboratory, biology laboratory and integrated science laboratory, were all utilized to a moderate extent by teachers.It was also discovered that language and music laboratory, first aid box, functional electrical ceiling fans, nature corner space and school typing pools, were also utilized to a moderate extent by teachers in the urban secondary schools in Anambra State. The hypothetical test indicated that a **significant** difference was found between the mean ratings of teachers on the extent of utilization of available physical plant resources for teacher job performance in rural and urban secondary schools in Anambra State. This finding concurs and equally is in line with Eze (2010) whose study reported that physical plant resources such as school building, library services and laboratories, among others as regards to teachers' utilization were lacking in the schools. This was the major factor that affected students' academic learning and teacher effectiveness in schools. Unavailability of school health services, school fence and provision of power supply were also important variables that affected students' achievement in the public secondary schools (Eze, 2010). Atieno (2014) also confirmed that physical plant facilities in the schools were overstretched and thus affected quality education in the schools. Whereby the physical plant resources are not effectively utilized by the teachers in the rural and urban secondary schools in Anambra State, such situation will affect teacher job performance and has negative consequences on accomplishment of instructional task and students' academic achievements will be put in jeopardy in school.

Finding of the study also discovered that the extent of teachers' utilization of the available printed resources for teacher job performance in the rural and urban secondary schools were to a moderate extent. Both results of teachers in rural and urban secondary schools found that the same thing. The finding discovered that in both the rural and urban public secondary schools in Anambra State, the curriculum is utilized to a high extent by teachers to prepare the school programmes. Syllabuses are utilized to a high extent by teachers for day to day lesson plan preparations. Classroom registers are utilized to a high extent by teachers for students' rolls in class. Work books are utilized to a high extent by teachers in all subjects to give students assignment that will boost their cognitive and independent study. Current textbooks are frequently utilized to a high extent by teachers to support their teaching in various subject areas. The finding further reported that dictionaries are utilized to a moderate extent during instructional delivery to find meaning of some concepts and guide students' learning. Graphics for picture representation in teaching various subjects are displayed to a moderate extent in order to support teaching and maps are equally used to a moderate extent during geography teaching to support students' learning. Posters and cartoons are used to a moderate extent to support and display evidence of the lesson taught in the classrooms. Up-to-date textbooks in the library with wider coverage in all subjects are used to a moderate extent by teachers to promote research and teaching in

varying context. Pamphlets on past questions and answers available for different subjects are utilized to a moderate extent. Drawing book for sketches and other drawings are utilized to a moderate extent in introductory technology and creative arts subjects. The hypothetical test showed that a significant difference was found between the mean ratings of teachers on the extent of utilization of available printed resources for teacher job performance in rural and urban secondary schools in Anambra State.

This finding concurs and corresponds with Okoro (2006) whose study reported that the instructional materials available in schools were not adequate for instructions and students were not always exposed to the use of the available instructional materials during instructions. The finding of Adebule and Ayoola (2014) also confirmed that instructional materials were found in schools to an extent; however, teachers were not putting the materials into good use in teaching of some subjects. Stephen (2011) finding showed that there was low frequency in teachers' use of the available resource materials. Andambi and Kariuki (2013) reported that the most commonly available printed resources used for teaching were textbooks, charts, maps, teacher made materials and newspapers; however, teachers were not using them for teaching and learning. Whereby the printed resources are not effectively utilized by the teachers in the rural and urban secondary schools in Anambra State, this situation will continually affect teacher job performance. This situation has negative consequences on instructional goal accomplishment and stands to jeopardize students' academic achievements in school. Maicibi (2003) confirmed that utilization of teaching and learning resources enhances the improvement of teachers' task and performance in schools as these are basic things that can bring about good academic performance in students. Kimeu, Tanui and Ronoh (2015) also observed that both teachers' and students' academic performances depended on teachers' utilization of printed resources. Finding of the study further discovered that the extent of teachers' utilization of the available non-printed resources for teacher job performance in the rural and urban secondary schools were to a moderate extent. The finding discovered that in the rural public secondary schools in Anambra State, laboratory tools and kits available for teaching physics, chemistry and biology practical, workshop equipment available for teaching home economics practical and workshop technical tools and kits provided for teaching basic technology practical, were all utilized to a moderate extent. Computers available for practical and research and television set available for teaching in different subjects, were both utilized to a low extent. Radio sets with tape recorder available for teaching in different subject were utilized to a moderate extent. Public address systems available in the classroom for presentations were utilized to a low extent. Chalkboard/whiteboard installed on the wall in all the classrooms and Flannel boards installed on the side wall of each classroom, were utilized to a moderate extent. Other non-printed resources such as: Internet facilities installed in the

school for browsing and surfing of information from different websites, projectors available for teaching in different subjects, models/dioramas available for display in teaching various subjects in the classrooms, functional printers and scanners available to print documents in the administrative office, functional photocopiers available for producing and duplicating materials in large quantities, athletic facilities and sports equipment are utilized by teachers to aid practical exercises in physical and health education, were all utilized to a low extent by teachers in the rural secondary schools. In the urban public secondary schools, it was found that chalkboard/whiteboard installed on the wall in all the classrooms were utilized by teachers to a high extent in the urban public secondary schools.

It was further found in the urban public secondary schools that laboratory tools and kits, workshop equipment, technical tools and kits, computers, television set, radio set, public address systems, flannel boards, Internet facilities, projectors, models/dioramas, functional printers and scanners, functional photocopiers, athletic facilities and sports equipment were all utilized by teachers to a moderate extent in the urban secondary schools. The hypothetical test showed that asignificant difference was found between the mean ratings of teachers on the extent of utilization of available non-printed resources for teacher job performance in rural and urban secondary schools in Anambra State.This finding concurs and is in line with Kimeu, Tani and Ronoh (2015) whose study found that students' academic performance depended on use of non-printed teaching and learning materials like the chalkboard, laboratory apparatus and chemicals, among others, but teachers' were not making adequate use of them. Ntui and Udah (2015) found in secondary schools in Calabar, Cross Rivers State, Nigeria, that teachers' were not making use of the audio-visual materials in the schools. A significant difference was observed in the schools concerning teachers' utilization of non-printed resources. Andambi and Kariuki (2013) also confirmed that radio was the most commonly available non-printed resources in the schools, but teachers were not using them for teaching and learning. Whereby the non-printed resources are not effectively utilized by the teachers in the rural and urban secondary schools in Anambra State, this situation will continually affect teacher job performance. This situation has negative consequences on instructional goal accomplishment and stands to jeopardize students' academic achievements in school. Ugwuanyi (2013) reported that no meaningful learning or transfer of what has been learned will take place if such learning occurs in a situation devoid of relevant non-printed materials and activities as well as concrete experiences – given through teacher job performance.

Conclusion

Educational resources be it physical plant resources, printed resources or non-printed resources are very vital for effective teacher job performance. In Anambra State, most of these educational resources are moderately available and

utilized by teachers to a moderate extent for their job performance, while a huge number of these resources are unavailable to a high extent in both rural and urban secondary schools. Failure for secondary school teachers in the rural and urban areas to deliver their lessons effectively in the classroom has negative consequences on both schools' development and students' academic achievement. The situation in Anambra State calls for absolute redress in order to impact positively on teacher job performance through resource utilization, hence, the following recommendations made below

Recommendations

1. The Anambra State government and PPSSC should constantly up-grade, audit and maintain the available physical plant resources in secondary schools in order to ensure that they are properly utilized for teacher job performance.
2. Secondary schools principals should ensure that they encourage teachers to utilize the available printed resources for their job performance in secondary schools. They should not only improvise the printed resources but also supervise teachers to ensure their effective utilization during instructional delivery in the classroom.
3. The principals' should also apply appropriate maintenance culture in order to protect the available non-printed resources for effective teacher job performance in secondary schools. Constant training and retraining should be given to teachers in order to improve utilization of the non-printed educational resources in the schools.

References

Adebule, S.O. & Ayoola, O.O. (2014). Evaluation of instructional materials commonly used in the teaching of mathematics in junior secondary schools in Ekiti State. *Research on Humanities and Social Sciences, 5* (18), 144-149. Retrieved from www.iiste.org.

Adetula, L. O. (2005).Improving the supervisory skills and competencies of inspectors of mathematics education in schools. *International Journal of the Teacher's Registration council of Nigeria, 1* (1), 33-40.

Affianmagbon, B. E. (2007). *Educational supervision*. Owerri: International University Press Limited.

Akinsolu, A. O. (2012). Resource utilization and internal efficiency in Nigerian secondary schools: Implications for socio problems of education. *International Journal of Sociology and Anthropology 4 (1), 23-30.*

Andambi, R. & Kariuki, B. (2013). The effect of use of learning resources in teaching social education and ethics in Bungoma District, Kenya. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS), 4* (1), 157-163. Retrieved from jeteraps.scholarlinkresearch.org.

Atieno, A. J. (2014). Influence of teaching and learning resources on students' performance in Kenya certificate of secondary education in free day secondary education in Embakasi District, Kenya. *Unpublished M. Ed project.* Submitted to the Department of Educational Administration and Planning, University of Nairobi, Kenya. Retrieved from www.eap.uonbi.ac.k.

Department of Planning, Research and Statistics, Post Primary Schools Service Commission – PPSSC (2017). *List of public secondary schools according to six education zones and staff strength in Anambra State*. Awka: Anambra State.

Dodo, A. Y, Ajiki, S. I. & Abimuku, J. M. (2010). Provision and Management of Material Resource for Effective Teaching and Learning of Vocational and Technical education in Nigeria. *A Journal of Vocational and Technical Educators (JOVTED) 2*, 4 .

Ekpo, U. I. & Eze, G. B. (2015). Principals' supervisory techniques and teachers' job performance in secondary schools in Ikom education zone, Cross River State, Nigeria.
British Journal of Education, 3 (6), 31-40. Retrieved from http://www.eajournals.org/.

Emetarom, U. G. (2003). *Provision and management of facilities in primary schools in Nigeria: Implications for policy formulation*. Paper presented at the annual National Conference of NAEAP, University of Ibadan, October $28^{th} – 31^{st}$.

Federal Ministry of Education (2000). The National Master plan for Technical and Vocational Education Development in Nigeria in the 21^{st} Century.

Federal Republic of Nigeria (2013). *National policy on education,* 6^{th} edition. Lagos: NERDC.

Frankie-Dolor, T. R. (2002). Evaluating resources for business education programme. In E.A Aromolaran (Ed). Book of reading in business education, *I* (1), 126-133.

Igbofocus (2011). *Anambra State.* Retrieved from http://www.igbofocus.co.uk/html/amesk_state.html.

Kimeu, R. M. Tanui, E. & Ronoh, A. (2015). The influence of instructional resources on secondary school students' academic performance in Makueni County, Kenya. *International Journal of Scientific Research and Innovative Technology, 2* (1), 70-81.

Kola, A. J. (2007). Uses of instructional materials for teaching and learning physics in education and Patigi L.G.A. Nigeria. *International Journal of Research in Education, 4* (1&2).

Kyara, T. E. (2013). The effect of primary school teachers' job satisfaction on their work performance in Kinondoni District, Tanzania. *Unpublished M. Ed.*

dissertation. Submitted in Administration Planning and Policy Studies, Open University of Tanzania.

Macalino, P. P. (2014).*Physical plant and facilities in educational management*. Retrieved from https://www.slideshare.net/popsmacalino/physical-plant-and-facilities-in-educational-management.

Maicibi, N. A. (2003). *Human resource management success*. Uganda: Kampala.Net Media Publication Limited.

Manson, Y. & Nor, N. M. (2011). ***Use of the school resourcecentre among Malaysian high school teachers***. Retrieved from https:/ /www .webpages.uidaho.edu/~mbolin/mansor-nor.pdf.

Miller, G. T. & S. Spoolman (2011). Living in the environment: Principles, connections, and solutions, 17th ed. Belmont, CA: Brooks-Cole.

Ntui, A.I. & Udah, A.E. (2015). Accessibility and utilization of library resources by teachers in secondary schools in Calabar education zone of Cross River State, Nigeria. *Global Journal of Human-Social Science: A Arts & Humanities – Psychology, 15* (8) 1-12, *Version 1.0.* U.S.A.: Global Journals Inc.

Nwaham, C. O. (2011). *School administration and supervision of instruction in Nigeria (revised and enlarged edition).* Agbor: Progress Printing Associates.

Nyange, N. M. (2013). Factors influencing teachers' job satisfaction in public secondary schools' in Voi District Kenya. *Unpublished master's degree project.* Submitted to the Department of Educational Administration and Planning, University of Nairobi, Kenya.

Nzeneri, I. S. (2010). *Handbook on adult education. Principles and practices (New edition).* Uyo: Abigab Associates Limited.

Ogunsaju, S. A. (2000). Human resource development and productivity. In Fagbomiye, E.O and Durosaro D O (Eds.) Education and productivity in Nigeria. Ilorin: Nigerian Association for Educational Administration and Planning, Unilorin. Pp: 32-40.

Okoro, I. F. (2006). Availability, adequacy, and utilization of instructional materials/equipment in teaching and learning of home economics in the junior secondary schools in Owerri zone. Retrieved from www.globalacademicgroup.*com/.*

Olulube, N. P. (2006). Teachers Instructional Materials Utilization Competencies in Secondary Schools in sub-saharan African: Professional and non-professional teachers' perspectives. A conference proceeding of the 6th International Educational Technology. Retrieved from www.google./unich/nwachukwu.ololube@helsinki.fi/pdf on 24-7-10.

Owate, C. N. & Iroha, O. (2013). The availability and utilization of school library resources in some selected secondary schools (high school) in Rivers State.

Educational Research Reviews, 8 (16), 1449-1460. Retrievedfrom http://www.academicjournals.org/ERR.

Owoeye, J. S. (2011). School facilities and academic achievement of secondary school agricultural science in Ekiti State, Nigeria. *Unpublished Ph.D. thesi*s. Kampala International University, Kampala, Uganda.

Philip Lief Group (2013). *Adequate.* Roget's 21st Century Thesaurus, third edition. Retrieved from http://www.thesaurus.com/browse/adequate.

Sonnentag, S., Volmer, J. & Spychala, A. (2010). *Job performance.* Retrieved from https://www.unibamberg.de.

Shehu, M. K. & Mohammed, I. S. (2014). Assessment of resources for sustainable development in engineering and technology education in Bauchi State, Nigeria. *Journal of Emerging Trends in Engineering and Applied Sciences (JETEAS) 5* (8), 139-144.

Stephen, U-A. S. (2011). The status of material resources for effective teaching of physics in secondary schools in Akwa Ibom State of Nigeria. *African Research Review. An International Multidisciplinary Journal, Ethiopia, 5* (4), 242-249. Retrieved from www.afrrevjo.net.

Ugwuanyi, J. I. (2013). Availability, adequacy and utilization of physical education teaching resources in secondary schools in Enugu State. *Unpublished M.Ed. thesis.* Submitted to the Department of Health and Physical Education, University of Nigeria, Nsukka. Retrieved from http://www.unn.edu.ng/.

Valdez, G. (2006). *Critical issue: Technology. A Catalyst for Teaching and Leaning in the Classroom.* Retrievedfrom http://www.ncrel.org/sdrs/areas/issues/methods/technlgy/te600.htm.

Wanjiku, M. E. (2013). Availability and utilization of educational resources in influencing students' performance in secondary schools in Mbeere South, Embu County, Kenya. *Unpublished Masters Degree thesis,* submitted to curriculum studies of Kenyatta University. Retrievedfrom http://ir-library.ku.ac.ke/.