

Instructional Resources as Determinants of Teachers' Job Performance in Public Senior Secondary Schools in Kwara State, Nigeria

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Abstract

This study was conducted to examine instructional resources as determinants of teachers' job performance in public secondary schools in Kwara State, Nigeria. Three research questions were raised to guide the study, while one main hypothesis and two operational hypotheses were formulated. The research design adopted for the study was descriptive survey of correlational type. The population of the study consists of 7,703 out of which 370 was selected as sample size via the use of Research Advisor. Both stratified and systematic random sampling techniques were used to select the respondents. An instrument titled Instructional Resources and Teachers' Job Performance Questionnaire (TJPO) was adapted to collect relevant data. Data collected were analyzed using descriptive and inferential methods via the use of Statistical Packages for Social Sciences (SPSS). Findings showed that significant relationship existed between instructional resources and teachers' job performance in public secondary schools in Kwara State. There was a significant relationship between print instructional resources and teachers' job performance in public secondary schools in Kwara State. Likewise, there was a significant relationship between non-print instructional resources and teachers' job performance in Public Secondary Schools in Kwara State. Based on the findings, it was recommended, among others, that school administrators should ensure that appropriate instructional resources are made available for schools in order to enhance the level of teachers' job performance as well as improving students' academic achievement. Teachers should ensure that they improvise the print instructional resources that will facilitate and enhance the effective teaching and learning processes.

Keywords: Instructional resources, teachers' job performance, public secondary school

1. Introduction

Education is the most important institutional organization of a nation. It plays a significant role in the development of any country. It enables a country to stand on her feet. The importance of education to human being cannot be overemphasized. (Ehinder & Ajibade, 2016; Ibrahim, 2017; Osakwe & Itedjere, 2019). Teaching at any level requires that the students should be exposed to some forms of simulation through effective instructional resources (Salama et al., 2019; Alabdulkarem, Alhojailan & Alabdulkarim, 2021; Yusuf et al., 2021; Zhang, Yan & Wang, 2021). Adekunle (2018) noted that instructional resources mean anything that can assist the teacher in promoting teaching and learning. When students are given the chance to learn through more senses than one, they learn faster and easier. Instructional resources pose some inherent advantages that make them unique in teaching. For one thing, they provide the teacher with interesting and compelling platforms for conveying information since they motivate learners to learn more and more. They provide opportunities for private study and reference; thus, learners' interests and curiosities are increasingly stimulated.

Teachers are assisted in overcoming physical difficulties that could have hindered their effective presentation of any given topic in the classroom. They generally make teaching and learning easier and less stressful. They are equally indispensable catalysts of social and intellectual development of the learners (Mustafa, Alzubi & Bashayreh, 2021). The findings of Adeagbo (2019) revealed that the children of today are growing up in the world of jet age of mass media; as a result, the good teacher should employ such resources as still and motion pictures, illustrations, television or radio where available and many other audio-visual aids in his daily teaching. As the teacher employs new techniques, it is very essential that schools are well-equipped with the necessary equipment and instructional resources that will enhance teachers' job performance in order to boost the academic performance of students. Therefore, there is the need for a purposeful and meaningful utilization of available instructional resources in order to bring about necessary development in the school system. Esu (2018) succinctly pointed out that mere verbalization of classroom instruction has been found

inadequate for effective teaching as it has failed to deliver the needed objective in schools. Hence, the instructional resources which may be used by the learners to facilitate the acquisition and evaluation of knowledge and skills become imperative.

Ekpo (2017) and Ema and Ajayi (2018) declared that instructional resources must be relevant for the realization of the intentions of the curriculum. However, instructional resources cannot address all the teaching-learning problems but can go a long way in solving them as they are additional apparatus that can influence the reality of teaching and learning activities. Joof (2018) explained that instructional resources have gone through several evolutionary stages ranging from simple aids, instructional technology, media to communication and educational technology. Thus, instructional resources are not just objects or pieces of equipment used during the teaching-learning process; they are those objects improvised by the teacher to make conceptual abstraction more concrete and practical to the learners. Ikerionwu (2019) referred to instructional resources as objects or devices which help the teacher to make learning meaningful to the learners. Instructional resources are to promote efficiency of education by improving the quality of teaching and learning as well as teachers' job performance which support and reinforces effective teaching.

In Nigeria, it was observed that lack of instructional resources constitutes part of the problems to effective dissemination of knowledge to learners in most schools in. Some teachers also deliberately neglect the use of instructional resources during the course of classroom interaction and instructional delivery. Unavailability of instructional resources might be the reason why teachers cannot utilize appropriate instructional resources needed to teach. The use of instructional resources in the classroom has the potential to help the teachers explain new concepts clearly, resulting in better students' understanding of the concepts being taught. Baylor and Ritchie (2016) stated that the use of instructional resources in classroom has an impact on students' content acquisition and class performance compared with the traditional methods of teaching that focus primarily on imparting skills and knowledge. Every student in the classroom needs to become creative problem-solvers, being able to analyze a wealth of information and draw valid conclusions. Learning of this kind is more likely to take root when a variety of material resources are used during instructions. It is against this background that this study examined instructional resources as determinants of teachers' job performance in public secondary senior secondary schools in Kwara State, Nigeria.

1.1. Research Questions

The following research questions were raised to guide the study:

1. What are the available instructional resources in public secondary schools in Kwara State?
2. What is the level of utilization of instructional resources in public secondary schools in Kwara State?
3. What is the level of teachers' job performance in public secondary schools in Kwara State?
4. Is there any relationship between instructional resources and teachers' job performance in public secondary schools in Kwara State?

1.2. Research Hypotheses

- **Ho:** There is no significant relationship between instructional resources and teachers' job performance in public secondary schools in Kwara State.
- **Ho1:** There is no significant relationship between print instructional resources and teachers' job performance in public secondary schools in Kwara State.
- **Ho2:** There is no significant relationship between non-print instructional resources and teachers' job performance in public secondary schools in Kwara State.

2. Literature Review

2.1. Conceptual Review

Instructional resources are all the resources teachers use to explain or evaluate, content to students so that they are able to fully comprehend such content (National Teachers Institute NTI, 2007). Instructional resources are teaching facilities which facilitate teaching and learning. Whether they are named instructional media, curriculum resources, teaching aids and the likes, instructional resources represent message carriers which teachers use for attaining instructional objectives in teaching and learning situation. Instructional resources are meant for teaching so as to elicit desired change in learners. In the same vein, instructional resources as things used by the teachers in supplementing their teachings. Instructional resources help to facilitate effective teaching and learning for better result which invariably improve the level of teachers' job performance (Sulaiman, 2019, Alzoraiki et al., 2018; Ali,2021,Thabit,2022).

Instructional resources are the written and published textbooks and related core resources (including those specific resources which shall be used by the teachers for classroom instruction) (Richert & Siller, 2018). Jacob (2016) stated that instructional resources are devices that facilitate the transmission, understanding and appreciation of concepts, skills, values and attitudes. The reason is that the use of such resources tasks the various sense organs of the Students encouraging

their active participation in the instructional process. Also, the more of senses contributed to the lesson through the use of instructional resources the more reality is stimulated. According to Richert and Siller (2018), instructional resources included all the resources teachers could use during the lesson to aid and facilitate learning and retention in order to meet individual differences in the classroom, the teachers must employ various types of aids and appeal to different senses. Psychologists said using of instructional resources in teaching is the most important aspect because students permanently maintain the position of what they hear they forget what they see they remember, but what they do, they understand.

Instructional resources are the devices which facilitate learning. It is genetic term referring to communication, experience, equipment and resources used for communication of instruction in which more than one sense are used in learning. Richert and Siller (2018) stated that instructional resources are all the tools which can be used by the teacher to provide help and encourage to students learning activities. Such resources bring together man and resources in a systematic cooperation to effectively solve educational problems. Instructional resources are very vital in teaching – learning process. When teaching with instructional resources much learning takes place and there is a better chance of success in achieving objectives of instructional delivery. Instructional resources are in different forms. The characterized instructional resources are as follows: appeal to sense, attract and hold attention simplicity, flexibility, colorful, visible, timeliness, acceptability and relevancy. Sulaiman (2019) classified instructional resources into three forms: audio, visual, and audio-visual aids. The audio deals with sound only. The visual deals with sight while and audio-visual is a combination of audio and visual i.e., sound and vision for instance. He stated that audio instructional resources include such things as radio, record players, cassettes gramophone etc. which aid teaching through the sense of hearing.

For teachers to be effective and efficient in their teaching job, the print instructional resources are consisted of maps, film strips, specimen, still pictures, charts, boards, posters are very paramount. These print instructional resources would facilitate and improve students' participation and job performance of teachers in the classrooms. This category appeals to the students through the sense of sight and hearing. Sulaiman (2019) explained further that the use of audio-visual by teachers consist of both audio and visual resources. They are, therefore, things like television, films and projectors. The use of these aids learning greatly. Another grouping of instructional resources included human resources and non-human resources. Human resources consist of individuals that provided various services in the teaching and learning situations. They include professionals and non-professionals. Non-human resources which include physical facilities and instructional materials are tools and devices through which effective teaching and learning take place (Ofoegbu, 2018).

Print resources are also referred to as reading resources. Individuals go through them to gather information about people, places, processes and events. In the class, they can be used for general class discussion to raise issues for in-depth class analysis. Therefore, the teachers need to expose students to difference types of print resources such as encyclopedia, newspaper, magazines, pamphlets, poems, supplementary readers. Charts are usual instructional resources that carry instructional messages on a subject matter. They can easily be prepared by teachers through local available resources and sample tools. They could be diagrammatic representation which combines pictorial, graphic and written resources to give a clear and vivid summary of a vital process, concept or a set of relationships. There are also cheap commercially produced charts that can be procured and used to meet the needs of teachers and students. Charts could be flow chart, organizational chart, timeline or flip chart. Electrically operated instructional resources are films and slides that contain motion pictures with the series of episodes about people, places and events. They are used to present information in sequence and to create lasting impressions and experiences in social science classes. They are modern resources that give students the opportunity to learn through more than one of their sense organs.

2.2. Empirical Review

Bizimana and Oradho (2014) concluded that teachers' job performance has a significant positive relationship between availability of non- print instructional resources on effective teaching. Bizimana and Oradho concluded that teachers should be innovative to improvise those necessary non- print instructional resources that could be lacking in schools. Okwara, Shiundu and Indoshi (2019) observed that availability of instructional resources significantly contributes to effective pedagogical practices. They hence urged teachers to make instructional materials an integral part of the teaching and learning process. Okwara, Shiundu and Indoshi (2019) established that inadequate of non- print instructional resources greatly affected the teacher job performance. They pointed out inadequacy of non- print instructional resources as a deterrent to effective teaching. For the non- print instructional resources to contribute effectively to teaching and learning, they must be put to proper use (Nannyonjo, 2017). The few non- print instructional resources provided by government to secondary schools, such as computers, video tapes, television, chemicals/reagents and science kits were not adequately available to be utilized. According to the report, teachers did not engage learners in hands-on activities that enhance cognitive and manipulative skills to interpret scientific and mathematical concepts. Balogun, Okon, Musaazi and Thakur (2019) opined that non- print instructional resources can only be properly used, when teachers through good lesson planning; identify, prepare the necessary teaching and learning materials, and determine the order in which these materials will be used.

One of the major problems faced by teachers is utilization of instructional resources. According to Sulaiman (2019) instructional resources are used to facilitate learning for better results. It is not just the use of tools of technology alone but a systematic, integrated organization of machines (hard wares and soft wares) and teachers etc., to proffer solution to

problems in teaching and learning process. It is important for the teacher to be thoroughly acquainted with the teaching resources and services available to him. The components of instructional resources available to teachers and students are in large numbers, also vary according to their functions and qualities, such as pictures graphics, maps and radio-recording, the equipment used to get some of these utilized can be regarded as visual, audio-visual aids, or instruction aids. Teachers' job performance is the way in which teachers deliberately carry out their official duties in schools wholeheartedly. According to Fagbulu (2016), the tasks being performed by the teachers towards job performance include teaching students for effective performance with adequate use of instructional materials, handling files and keeping various records such as attendance, register, scheme of work, carrying out tasks delegated to him or her by the school head, keeping records of discipline and punishment book, striving to help solve the problem of children, administrative control of classrooms, ensuring good sanitation of the school compound, conducting and invigilating of examinations, ensuring students do their assignments and marking their scripts (Adepoju, 2017, Abdulrab, M.,2017,Abdulrab,2018).

Teachers' job performance in the aspect of lesson plans is to communicate their instructional activities regarding specific subject matter. Almost all lesson plans developed by teachers contain student learning objectives, instructional procedures, the required materials, and some written description of how the students will be evaluated. Many experienced teachers often reduce lesson plans to a mental map or short outline (Bob, 2016). All lesson plans begin or should begin with an objective. Bob clarified further that good lesson plans do not ensure students will learn what is intended, but they certainly contribute to it. In making instructional decisions is part of teachers' job performance. Teachers tend to rely heavily on their past experience and the style used at the beginning. Teachers are known to be influenced by the way they themselves were taught during their schooling. In some cases, job performance of teachers as a role model in the person of an experienced colleague working at the same level is a powerful influence. In short, subject matter coverage may be largely determined by the content of the official course of study as outlined in external test or by authorized textbook (Owolabi, 2018).

Eggen and Kauchak (2015) found that teachers' job performance and attitudes are fundamental to effective teaching. A teacher must be interesting, that is, the teacher must work his students into such a state of interest that every other object of attention is banished from their minds. The teacher should also fill the students with devouring curiosity to know what the next steps in connection with the subject are. They identified a number of teachers' attitudes that will facilitate a caring and supportive classroom environment. They are enthusiasm, caring, firmness, democratic practices to promote students' responsibility, effective use of lesson time, have established efficient routines, interact freely with students and providing motivation for them to promote learning in and outside the classroom. No one can teach something to someone without doing it in some particular way, and that way of teaching has significant effects on the entire teaching and learning situation. Teaching is a process of continuous personal development and professional self-discovery alongside.

3. Methodology

The research design adopted for this study was the descriptive survey of the correlational type. This was because the study tried to explain the relationship between instructional resources and teachers' job performance in public secondary schools. The population of this study comprised all the 7,707 senior secondary school teachers in public secondary schools in Kwara State (Kwara State Teaching Service Commission) as at when the data was collected from TESCOM in the year 2021.

In order to draw the sample size that was needed for the study from the population, the Research Advisors (2006) sampling table was used to determine the sample size of 370 from the total population of 7,707 teachers. After that, stratified and systematic sampling techniques was used to the teachers across the three senatorial districts (south, central and north) in Kwara State, Nigeria.

An instrument titled "Instructional Resources and Teachers' Job Performance Questionnaire (IRTJPQ) was adapted from the study of Balogun, Okon, Musaaazi and Thakur (2019) to collect data for the study. The instrument has 4 sections A-D. Section A contained the demographic information of the respondents. Section B contained 10 items on the instructional resources variables. Section C contained 10 items on the utilization of instructional resources while the Section D contained 10 items on the job performance. The validity of the instrument was performed in order to determine the content, face and construct validity. This was achieved by giving the questionnaires to experts in the field of Educational Management as well as Measurement and Evaluation for their observations. To determine the reliability of the instrument, 50 copies of the instruments were administered to the teachers who were not part of the main the study. The overall reliability coefficient of 0.82 was obtained, indicating that the instrument was reliable for main data collection.

Questionnaires were administered to the teachers using cross-sectional method of data collection. The respondents were assured that the information to be obtained in the study will be protected from unauthorized persons, and that information obtained will be used for the sole purpose of the study.

Data collected was analyzed with the use of Statistical Packages of Social Science (SPSS) version 25.0. Both descriptive and inferential were used to analyze the data.

4. Analysis

4.1. Demographic Information of the Respondents

This section presents the results of data obtained from the respondents in frequency counts and percentages.

Table 1. Demographic Data of the Respondents

Gender	Frequency	Percentage
Female	242	69.1
Male	108	30.9
Total	350	100.0
Educational Attainment		
	Frequency	Percentage
NCE	10	2.9
First Degree	315	90.0
Postgraduate	25	7.1
Total	350	100.0
Years of Experience		
	Frequency	Percentage
0-5	47	13.4
6-10	247	70.6
Above 10 years	56	16.0
Total	350	100.0

Table 1 shows the distribution of the respondents based on gender, educational attainment and years of experience. The table reveals that 242 (69.1%) of the respondents were females, while 108 (30.9%) of the respondents were males. This indicates that female respondents constituted the majority in the study. It was shown that 10 (2.9%) of the respondents were NCE certificate holders, 315 (90%) of the respondents were First Degree certificate holders while the remaining 25 (7.1%) of the respondents were postgraduate certificate holders. This indicates that respondents who were first degree holders constituted the majority in the study. It was shown that 47 (13.4%) of the respondents had 0-5 years of teaching experience, 247 (70.6%) of the respondents had 6-10 years of teaching experience while the remaining 56 (16%) of the respondents had above 10 years of teaching experience. This indicates that respondents who had 6-10 years of teaching experience participated more in the study.

4.2. Answering Research Questions

Research Question 1: What are the available instructional resources in public secondary schools in Kwara State?

Table 2. Availability of Print Resources in Public Secondary Schools in Kwara State (N = 350)

Print Resources	Available Freq.(%)	Not Available Freq.(%)	Total (%)
Text books	320 (91.4)	30 (8.6)	350(100)
Teaching guides	218 (62.3)	132 (37.7)	350(100)
Magazines	112 (32.0)	238 (68.0)	350(100)
Newspapers	175 (50.0)	175 (50.0)	350(100)
Dictionaries	280 (80.0)	70 (20.0)	350(100)
Poem	215(61.4)	135(38.6)	350(100)
Short stories	115(32.9)	235(67.1)	350(100)
Pamphlets	180 (51.4)	170(48.6)	350(100)
Bulleting	112(32.0)	238(68.0)	350(100)
Story books	319(91.1)	31(8.9)	350(100)
Average Percentage	58.45	41.55	

Table 2 indicates the available instructional resources in Public Secondary Schools in Kwara State. The findings indicated that average percentage of 58.45% agreed that print resources are available in Public Secondary Schools in Kwara State while the remaining 41.55% agreed that print resources are not available. This implies that 58.45% constituted the majority of the respondents who agreed that print resources are available in Public Secondary Schools in Kwara State.

Table 3. Availability of Non-print Resources in Public Secondary Schools in Kwara State(N = 350)

Non-Print Resources	Available Freq.(%)	Not Available Freq.(%)
Computers	87(24.9)	263(75.1)
Television	16(4.6)	334(95.4)
Overhead projector	5(1.4)	345(98.6)
Film projector	2(0.6)	348 (99.4)
Tape recorder	46(13.1)	304(86.9)

Video tapes	65(18.6)	285(81.4)
Films trips	25(7.1)	325(92.9)
Charts	340 (97.1)	10(2.9)
Maps	288(82.3)	62(17.7)
Pictures	319 (91.1)	31(8.9)
Average Percentage	34.08	65.92

Source: Field Work, 2022

Table 3 indicates the available non-print resources in public secondary schools in Kwara State. On the basis of average percentage, 34.08% agreed that non-print resources were available in public secondary schools in Kwara State while the remaining 65.92% agreed that non-print resources were not available. This implies that 65.92% constituted the majority of the respondents who agreed that non-print resources were not available in public secondary schools in Kwara State.

Research Question 2: What is the level of utilization of instructional resources in public secondary schools in Kwara State?

Table 4. Level of Utilisation of Print Resources in Public Secondary Schools in Kwara State (N = 350)

Print Resources	Utilized Freq.(%)	Not Utilized Freq.(%)
Text books	347 (99.1)	3 (0.9)
Teaching guides	195 (55.7)	155 (44.3)
Magazines	98 (28.0)	252 (72.0)
Newspapers	112 (32.0)	238 (68.0)
Dictionaries	302 (86.3)	48 (13.7)
Poem	200(57.1)	150(42.9)
Short stories	107(30.6)	243 (69.4)
Pamphlets	165(47.1)	185(52.9)
Bulleting	100 (28.6)	250(71.4)
Story books	259 (74.0)	91(26.0)
Average Percentage	53.85	46.15

Table 4 indicates the level of utilization of print resources in public secondary schools in Kwara State. On the basis of average percentage, 53.85% agreed that the level of utilization of print resources was high while the remaining 46.15% agreed that the level of utilization of print resources was low in public secondary schools in Kwara State. This implies that 53.85% constituted the majority of the respondents who agreed that print resources were highly utilized in public secondary schools in Kwara State.

Table 5. Level of Utilization of Non-print Resources in Public Secondary Schools in Kwara State (N = 350)

Non-Print Resources	Utilized Freq.(%)	Not Utilized Freq.(%)
Computers	67(19.1)	283(80.9)
Television	5(1.4)	345(98.6)
Overhead projector	1(0.3)	349 (99.7)
Film projector	3(0.9)	347 (99.1)
Tape recorder	55(15.7)	295(84.3)
Video tapes	59(16.9)	291(83.1)
Films trips	29(8.3)	321(91.7)
Charts	298 (85.1)	52(14.9)
Maps	314(89.7)	36(10.3)
Pictures	289 (82.6)	61(17.4)
Average Percentage	32.0	68.0

Table 5 indicates the level of utilization of non-print resources in public secondary schools in Kwara State. The findings indicated that average percentage of 32% agreed that the level of non-print resources was high in public secondary schools in Kwara State while the remaining 68% agreed that the level of utilization of non-print resources was low. This implies that 68% constituted the majority of the respondents who agreed that non-print resources were not utilized effectively in public secondary schools in Kwara State.

Research Question 3: What is the level of teachers' job performance in Public Secondary Schools in Kwara State?

Table 6. Level of Teachers' Job Performance in Public Secondary Schools in Kwara State (N = 350)

Statement	High Freq.(%)	Moderate Freq.(%)	Low Freq.(%)
I participate fully in school inter house	193(55.1)	127(36.3)	30(8.6)
I keep away from extra-curricular activities of the school	28(8.0)	35(10.0)	287(82.0)
I use teaching aids for all my lessons	175(50.0)	135(38.6)	40(11.4)

I improvise teaching aids for students' improvement	258(73.7)	72(20.6)	20(5.7)
I teach students without the use of appropriate instructional materials for each subject	5(1.4)	55(15.7)	290(82.9)
I prepare lesson plan before coming to classroom	328 (93.7)	20(5.7)	2(0.6)
I make reference to previous topic before the new one	219(62.6)	119(34.0)	12(3.4)
I present topic content logically and clearly	205(58.6)	140(40.0)	5(1.4)
I deliver my lesson instructionally for students' participation	295(84.3)	54(15.4)	1(0.3)
I involve students actively in the lesson	240(68.6)	110(31.4)	- (0)
Average Percentage	55.6	24.8	19.6

Table 6 indicates the level of teachers' job performance in public secondary schools in Kwara State. On the basis of average percentage, 55.6% agreed that the level of teachers' job performance was high, 24.8% agreed that it was moderate while the remaining 19.6% agreed that it was low in public secondary schools in Kwara State. This shows that 55.6% constituted the majority of the respondents who agreed that the level of teachers' job performance was high in public secondary schools in Kwara State.

4.3. Hypotheses Testing

Research Questions 4: Is there any relationship between instructional resources and teachers' job performance in public secondary schools in Kwara State? This question is related to the three proposed hypotheses as the following.

H₀: There is no significant relationship between instructional resources and teachers' job performance in Public Secondary Schools in Kwara State.

Table 7. Instructional Resources and Teachers' Job Performance (N = 350)

Variables	Mean	SD	Df	Cal. r-value	p-value	Decision
Instructional Resources	17.02	.964	348	.303	.000	Ho Rejected
Teachers' Job Performance	26.78	5.98				

P<0.05

Table 7 shows that the p-value (.000) was less than the significant level at (0.05). Therefore, the null hypothesis which states that there is no significant relationship between instructional resources and teachers' job performance in public secondary schools in Kwara State was rejected. This suggests that a significant relationship existed between instructional resources and teachers' job performance in public secondary schools in Kwara State. This implies that effective use of instructional resources have a good impact on the level of teachers' job performance.

H₀₁: There is no significant relationship between print instructional resources and teachers' job performance in public secondary schools in Kwara State.

Table 8. Print Instructional Resources and Teachers' Job Performance (N = 350)

Variables	Mean	SD	Df	Cal. r-value	p-value	Decision
Print Instructional Resources	10.55	.864	348	.462	.000	Ho Rejected
Teachers' Job Performance	26.78	5.98				

P<0.05

Table 8 shows that the p-value (.000) was less than the significant level at (0.05). Therefore, the null hypothesis which states that there is no significant relationship between print instructional resources and teachers' job performance in public secondary schools in Kwara State was rejected. This suggests that there was a significant relationship between print instructional resources and teachers' job performance in public secondary schools in Kwara State. This implies that print instructional resources improve the level of teachers' job performance.

H₀₂: There is no significant relationship between non-print instructional resources and teachers' job performance in public secondary schools in Kwara State.

Table 9. Non-print Instructional Resources and Teachers' Job Performance (N = 350)

Variables	Mean	SD	Df	Cal. r-value	p-value	Decision
Non-print Instructional Resources	8.96	.564	348	.285	.010	Ho Rejected
Teachers' Job Performance	26.78	5.98				

P<0.05

Table 9 shows that the p-value (.010) was less than the significant level at (0.05). Therefore, the null hypothesis was rejected. This suggests that there was a significant relationship between non-print instructional resources and teachers' job performance in public secondary schools in Kwara State. This implies that effective utilization of non-print instructional resources enhances the level of teachers' job performance in public secondary schools in Kwara State.

5. Discussion

Findings of the study revealed that 58.45% of the respondents agreed that print resources were available in public secondary schools in Kwara State. This agrees with the findings of Ema and Ajayi (2016) who asserted that teaching equipment and instructional resources have changed over the years, not only to facilitate the teaching-learning process but also to address the problems facing the instructional resources of individuals and groups. Instructional resources are said to be objects or things the teacher can use in the classroom while teaching in order to enhance his teaching. It was revealed that 65.92% constituted the majority of the respondents who agreed that non-print resources are not available in public secondary schools in Kwara State. This is in line with the view of Chuba (2016) who stated that instructional resources cannot address all the teaching-learning problems, but can go a long way in solving them, simply because they are additional apparatus that can influence the reality of teaching and learning activities. Results indicated that 53.85% constituted the majority of the respondents who agreed that instructional resources were highly utilized in public secondary schools in Kwara State.

It was revealed that 68% constituted the majority of the respondents who agreed that non-print instructional resources were not utilized effectively in public secondary schools in Kwara State. Joof (2018) explained that instructional resources have gone through several evolutionary stages ranging from the simple aids, instructional technology, media to communication and educational technology but they are not adequately utilized. Richert and Siller (2018) stated that the level of utilisation of instructional resources that facilitate the transmission, understanding and appreciation of concepts, skills, values and attitudes is very low in schools.

It was revealed that 55.6% constituted the majority of the respondents who agreed that the level of teachers' job performance was high in public secondary schools in Kwara State. According to Fagbulu (2016), the tasks being performed by teachers towards job performance include teaching students for effective performance with effective use of instructional materials, handling files and keeping various records such as attendance, register, scheme of work, and so on. Ehindero and Ajibade (2016) concluded that teaching is a process of continuous personal development and professional self-discovery alongside an emerging understanding of the teaching and learning processes.

Significant relationship existed between instructional resources and teachers' job performance in public secondary schools in Kwara State. This outcome is in line with the findings of Adeagbo (2019) who revealed that the children of today are growing up in the world of jet age of mass media. Thus, the good teachers should employ such resources as pictures, illustrations, television or radio where available and many other audio-visual aids in his daily teaching. Richert and Siller (2018) agreed that the instructional resources are to ensure efficiency by improving the quality of teaching and learning as well as teachers' job performance which support and reinforces effective teaching. There was a significant relationship between print instructional resources and teachers' job performance in public secondary schools in Kwara State. This supports the findings of Adekunle (2018) that print instructional resources mean anything that can assist the teacher in promoting teaching and learning. When the students are given the chance to learn through more senses than one, they learn easily faster. Lastly, there was a significant relationship between non-print instructional resources and teachers' job performance in Public Secondary Schools in Kwara State. Esu, Enukoha and Umorem (2018) pointed out that ordinary word of verbalization has been found inadequate for effective teaching because it has failed to deliver the needed objective instruction in schools. Sulaiman (2019) concluded that instructional resources as are sources of visual, audio and audio-visual categories that help to make abstract concepts and idea concrete in the teaching and learning processes.

6. Conclusion

Based on the findings of the study, it was thus concluded that print and non-print instructional resources are strong determinants of teachers' job performance among public secondary school teachers in Kwara State. The implication of this conclusion is that teachers who cannot utilize both print and non-print instructional resources are not fit for teaching appointments.

7. Recommendations

- School administrators should ensure that appropriate instructional resources are available and provided for schools in order to enhance the level of teachers' job performance which will invariably lead to improvement in students' academic achievement.

- Teachers should endeavor to improvise the print instructional resources that will facilitate and enhance effective teaching and learning.
- Both the school management and teachers should ensure that the appropriate and necessary non-print instructional resources are provided for improving teaching and learning.
- Teachers should ensure that their level of job performance is adequately improved in order to enhance the level of students' academic performance.

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