

Influence of Instructional Resources on Teachers' Job Performance and Students Academic Performance in Public Secondary Schools Federal Capital Territory, Abuja, Nigeria

Esther Amina Akuh¹, Victor Olugbenga Ayoko²

^{1,2}Federal University Lokoja, Nigeria



DOI : <https://doi.org/10.61796/ijblps.v2i4.300>



Sections Info

Article history:

Submitted: February 19, 2025

Final Revised: February 26, 2025

Accepted: March 05, 2025

Published: March 12, 2025

Keywords:

Instructional resources

Students' academic staff

Teachers' job performance

ABSTRACT

Objective: This study aims to assess the influence of instructional resources on teachers' job performance and students' academic performance in public secondary schools in the Federal Capital Territory (FCT), Abuja, Nigeria. **Method:** A descriptive survey and correlational research design were adopted. The sample consisted of 220 teachers and the academic results of 260 students from public senior secondary schools in FCT, Nigeria. A multi-stage sampling technique was used to select the sample, following the Research Advisor (2006) population size table. The reliability of the questionnaire was tested using the test-retest method. Data were analyzed using SPSS version 22.0, with descriptive statistics such as mean and percentage used to interpret distribution patterns. **Result:** Findings revealed a significant relationship between instructional resources and teachers' job performance, as well as a significant relationship between instructional resources and students' academic performance in public secondary schools in FCT, Abuja. **Novelty:** This study provides empirical evidence on the critical role of instructional resources in enhancing both teaching efficiency and student achievement in Nigerian public secondary schools. It highlights the necessity for adequate resource provision and teacher training to maximize the impact of instructional materials on educational outcomes.

INTRODUCTION

Secondary school is an education after the basic education. Secondary school education and an education designed to prepare the learners for higher education and career development. It is the education that link the basic education to the higher education. The objectives of Post-Basic Education and Career Development (PBECD) also known as secondary school according to [1] are to: a. provide holders of the Basic Education Certificate and Junior Arabic and Islamic Studies Certificate with opportunity for education of a higher level, irrespective of gender, social status, religious or ethnic background; b. offer diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles; c. provide trained manpower in the applied sciences, technology and commerce at sub-professional grades; d. provide entrepreneurial, technical and vocational job-specific skills for self-reliance, and for agricultural, industrial, commercial and economic development; e. develop and promote Nigerian languages, art and culture in the context of world's cultural heritage; f. inspire students with a desire for self-improvement and achievement of excellence; g. foster patriotism, national unity and security education with emphasis on the common ties in spite of our diversity; and h. raise morally upright and well-adjusted individuals who can think in dependently and rationally, respect the views and feelings of others and

appreciate the dignity of labour [1]. The realization of secondary school objectives depends on the availability of human and materials resources such as instructional resources. Ogunode & Josiah [2] viewed instructional materials as those resources used in all the forms of educational institutions. The resources are influencing implementation of teaching, research and communities service in the various tertiary institutions. In the secondary schools, the instructional materials are supporting teaching and learning. Teachers in educational institutions teach well with the deployment of instructional materials. Instructional materials serve as a channel between the teacher and the students in delivering instructions. They may also serve as the motivation on the teaching-learning process. It is use to get the attention of the students and eliminate boredom.

The teachers are the implementer of the school curriculum. The teachers uses the instructional resources to improve their job performance in the schools. Teachers are people that inspire and encourage their learners to strive for greatness, live to their fullest potential and see to the best of themselves. They are greatly involved in the socialization process of their students. They also help their students to grow in the right direction and teach them about the new phase of new life which they have entered [3]. Panda and Mohanty [4] also agreed that the success and failure of educational activities depend on their performance. Therefore, the teachers' job performance is vital to the success of the schools. A teacher's general performance in teaching is influenced by various internal and external factors. These different teaching factors are measured and assessed in order to come up with indicators of successful teaching that would effectively regulate students' academic performance in schools and serve as success indicators for a school. Students' academic performance is critical school management and parents. Olabisi, Okolo, & Ogunode [5] and Awadh and Wan-Ismail [6] also defined job performance as the teachers' participation to achieve organizational goal. Job performance is one of the important dependent variables and has been studied for many decades. The job performance is an effort of a teacher to achieve some specific goals. Obilade and Josiah, Audu, and Ogunode [7] indicated that teachers' job performance can be described as the duties performed by a teacher at a particular period in the school system in achieving organizational goals. However, teachers' image in 21st century has not been favourable.

Students' academic performance as far as education is concerned is something which involves a lot of concentration and experiences in an organization which officially aims at encouraging and developing arts, skills and knowledge related to sciences [8]. James [9] declared that academic performance really involves knowing how much a student has learned. One way by which this can be determined is by use of performance test. Performance test can give students an indication of his progress and act as a reward for his effort or as a spur against under achievement. It also indicates to the students the importance placed by the teacher on various things that are taught. Academic performance refers to how well students can accomplish the classroom task given to them by their teachers; it is the extent at which they cope with their studies in relation to the stipulated aims and objectives of the school. Academic performance is usually reflected in learner's ability to be able to communicate the knowledge they have acquired within a given period of time verbally or most of the time, to put it down on paper and measured

using test or any other valid instrument. It can also refer to the measure of students' academic output which can be determined by the grade they obtained at the end of a program [10].

Ijaiya (2004) [11] posited that student academic performance refers to the standard which students should be able to know and be able to do. Academic performance according to Abdul, is the students' level of attainment in the grade point average of courses offered in their yearly examination. In other words, it is the outcome of students' assessment through comprehensive, systematic, diagnostic, progressive, formative, summative and cumulative evaluation of what they had gone through in a school setting. It is the main focus in the overall educational performance. Ogunode & Josiah [2] and Raychaudhuri, Debnath, and Majumder [12] defined academic performance of students as the total learning outcome of the students in the educational institutions which includes the knowledge, social and communication skills and ideas acquired and retained through their course of study and measure level of achievement.

Academic performance (most especially of secondary school students) has been largely associated with many factors. Most students in secondary schools in Nigeria are daily confronted with challenges of coping with their academic studies under serious emotional strains, occasion by long walk to school, poor school environment, and being taught by unmotivated teachers and inadequate instructional resources [8]. There are many factors responsible for poor academic performance of students in educational institutions across Nigeria. Some of the factors includes; unqualified teacher, inadequate teachers, poor motivation, inadequate infrastructure facilities, poor supervision, leadership styles, student's health status, socio-economic of parents, poor usage of instructional resources and large class size and poor classroom management practices [13]. It is based on this that this paper seeks to examine influence of instructional resources on teachers' job performance and students' academic performance in public secondary schools in Federal Capital Territory, Abuja, Nigeria.

Purpose of the Study

The purpose of this study is to examine influence of instructional resources on teachers' job performance and students' academic performance in public secondary schools in Federal Capital Territory, Abuja, Nigeria. In specific terms, the objectives of the study are to:

1. Find out the influence of Instructional resources on teachers' job performance in public secondary schools in Federal Capital Territory, Abuja, Nigeria.;
2. Find out the influence of instructional resources on students' academic performance in public secondary schools in Federal Capital Territory, Abuja, Nigeria.

Research Questions

The following research questions were formulated for the study;

1. *What is the influence of instructional resources on teachers' job performance in public secondary schools in Federal Capital Territory, Abuja, Nigeria?*
2. *What is the influence of instructional resources on students' academic performance in public secondary schools in Federal Capital Territory, Abuja, Nigeria?*

RESEARCH METHOD

Descriptive survey design of the correlational type was adopted for this study. The sample size of the study was made up of 220 teachers and 260 students' results. The population for this study comprised all the public senior secondary schools in Federal Capital Territory, Abuja, Nigeria. Multi stage sampling techniques were adopted to select the sample for the study. In determining the sample of the study, the population size table of Research Advisor (2006) was adopted. The research instruments for this study were the researcher-designed questionnaire and result proforma to collect relevant data for the study. The structured questionnaire used 4 Likert scale: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The other instrument was Secondary School Students' Academic Performance Proforma (SSSAPP) which was used to collect data on students' results in West African Senior School Certificate Examinations (WASSCE) between 2015 and 2020 academic sessions.

Test re-test method was applied to ascertain the reliability of the questionnaire. Data collection took about 2 weeks and all the respondents correctly completed the questionnaire. The reliability coefficient obtained were 0.81 and 0.82. This was high enough for the instrument to be considered reliable with Cronbach (1970). Data gathered on influence of instructional resources on teachers' job performance and students' academic performance in public secondary schools in Federal Capital Territory, Abuja, Nigeria questionnaire were analysed using Statistical Package for Social Sciences (SPSS) of version 22.0. The two research questions raised in the study were answered through descriptive statistics such mean and percentage in order to give distribution patterns of all the items and variables in the data set [14].

RESULTS AND DISCUSSION

Two null hypotheses formulated to ascertain the influence of instructional resources on teachers' job performance and students' academic performance in public secondary schools in Federal Capital Territory, Abuja, Nigeria.

H₀₁: There is no significant relationship between instructional resources and teachers' job performance in Federal Capital Territory, Abuja, Nigeria.

Table 1. Test of relationship between instructional resources and teachers' job performance in Federal Capital Territory, Abuja, Nigeria.

Variables	N	Mean	SD	R	r ²	Sig@0.05	Decision
Instructional resources	250	2.46	0.78	0.916	0.855	0.000	Significant
Teachers' Job performance	220	2.79	0.68				

Result on Table 1 showed that there was a significant relationship between instructional resources and teachers' Job performance in Public Senior Secondary Schools in Federal Capital Territory, Abuja, Nigeria ($p=0.000$, which is less than 0.05 level of significance). As a result, the second hypothesis was rejected. In other words, there was a very strong positive correlation (0.916) between Instructional resources and teachers' Job performance in Public Senior Secondary Schools in Federal Capital Territory, Abuja, Nigeria. The r^2 value of 0.855 shows that only 91.6% of the variance in Instructional resources in public senior secondary schools in Federal Capital Territory, Abuja, Nigeria can be explained as responsible high teachers' job performance in Public Senior Secondary Schools in in Federal Capital Territory, Abuja, Nigeria.

H_0 : There is no significant relationship between instructional resources and students' academic performance in Federal Capital Territory, Abuja, Nigeria.

Table 2. Test of relationship between instructional resources and students' academic performance in Federal Capital Territory, Abuja, Nigeria.

Variables	N	Mean	SD	R	r^2	Sig@0.05	Decision
Instructional resources	250	2.56	0.88	0.937	0.866	0.000	Significant
Students' academic performance	260	2.89	0.78				

Result on Table 2 indicated that there was a significant relationship between instructional resources and students' academic performance in Public Senior Secondary Schools in Federal Capital Territory, Abuja, Nigeria ($p=0.000$, which is less than 0.05 level of significance). As a result, the second hypothesis was rejected. In other words, there was a very strong positive correlation (0.937) between instructional resources and students' academic performance in Public Senior Secondary Schools in Federal Capital Territory, Abuja, Nigeria. The r^2 value of 0.866 shows that only 86.6% of the variance in students' academic performance in public senior secondary schools in Federal Capital Territory, Abuja can be explained as responsible high student academic performance in public senior secondary schools in Federal Capital Territory, Abuja, Nigeria.

Findings

The result established that there was a significant relationship between instructional resources and teachers' job performance and there is also a significant relationship between instructional resources and students' academic performance in public secondary schools in FCT, Abuja.

CONCLUSION

Fundamental Finding : This study confirmed a significant relationship between instructional resources and both teachers' job performance and students' academic performance in public secondary schools in Federal Capital Territory, Abuja, Nigeria. The findings highlight the essential role of instructional materials in enhancing teaching effectiveness and improving student outcomes. **Implication :** The results suggest that improving the availability and utilization of instructional resources can lead to better teacher performance and higher student achievement. This underscores the need for policymakers and educational authorities to prioritize resource allocation and teacher training for effective classroom instruction. **Limitation :** This study was limited to public secondary schools in the Federal Capital Territory, Abuja, Nigeria, which may restrict the generalizability of the findings to other regions. Additionally, the study primarily focused on instructional resources without considering other potential factors influencing teacher and student performance. **Future Research :** Future studies should explore a broader geographical scope and examine additional variables, such as teacher motivation, school infrastructure, and student socio-economic backgrounds, to provide a more comprehensive understanding of factors affecting academic performance in secondary school.

REFERENCES

- [1] Federal Republic of Nigeria, *National policy on education*, 4th ed. Lagos: Nigerian Educational Research and Development Council, 2014.
- [2] N. J. Ogunode and H. F. Josiah, "Deployment of instructional materials in basic schools in Nigeria: Impact, challenges and implications for decision making by school administrators," *Int. J. Inclusive Sustainable Educ.*, vol. 2, no. 1, pp. 118-127, 2023.
- [3] M. O. Ogundele, J. M. Musa, and D. N. Jimba, "Peace education in Nigerian schools: Problems and prospects," *Educ. Res. Int.*, vol. 4, no. 2, pp. 100-106, 2015.
- [4] B. N. Panda and R. C. Mohanty, *How to become a competent teacher*. New Delhi, India: Lighthouse Press, 2003.
- [5] S. O. Olabisi, M. M. Okolo, and N. J. Ogunode, "Motivation, teachers' job performance and students' academic performance in post-basic education and career development (PBECD), Nigeria," *Int. J. Integr. Educ.*, vol. 6, no. 7, pp. 42-50, 2023.
- [6] A. M. Awadh and W. Wan-Ismail, "The impact of personality traits and employee work-related attitudes on employee performance with the moderating effect of organizational culture: The case of Saudi Arabia," *Asian J. Bus. Manag. Sci.*, vol. 1, no. 10, pp. 108-127, 2012.
- [7] H. F. Josiah, B. C. Audu, and N. J. Ogunode, "Motivational strategies and teachers' job performance in post-basic education and career development (PBECD), Nigeria," *Int. J. Integr. Educ.*, vol. 6, no. 7, pp. 22-31, 2023.
- [8] A. Munir and A. Ma'aruf, "Influence of emotional intelligence on academic performance of senior secondary school students in Katsina Zonal Education Quality Assurance, Katsina State, Nigeria," *Umyu J. Couns. Educ. Found.*, vol. 1, no. 1, pp. 91-98, 2020.
- [9] J. T. James, "Effect of combined entry with concept mapping and lecture method on primary performance teachers' attitude and achievement in biology," Ph.D. dissertation, Ahmadu

- Bello Univ., Zaria, 2000.
- [10] S. Y. Tsagem and J. Bello, "Emotional intelligence as correlate of academic performance among junior secondary school students in Katsina Metropolis," *Int. J. Social Sci. Hum. Res.*, vol. 5, no. 2, pp. 440-446, 2022.
- [11] N. Y. S. Ijaiya, "Agents of examination malpractice in Nigerian public examinations: The strongest links," *Niger. J. Educ. Res. Eval.*, vol. 5, no. 1, pp. 55-62, 2004.
- [12] A. Raychaudhuri, M. Debnath, S. Sen, and B. G. Majumder, "Factors affecting students' academic performance: A case study in Agartala Municipal Council Area," *Bangladesh e-J. Sociol.*, vol. 7, no. 2, pp. 34-41, 2010.
- [13] N. J. Ogunode and I. N. Edet, "Students' academic performance in schools," *Am. J. Public Diplomacy Int. Stud.*, vol. 1, no. 8, pp. 80-92, 2023.
- [14] I. Atiya and J. Palwasha, "Teacher's job performance: The role of motivation," *Abasyn J. Social Sci.*, vol. 5, no. 2, pp. 72-92. Available: <https://pdfs.semanticscholar.org/3dec/ad55fbe1c23fd2507466ab89f49e34bfb4ac.pdf>. [Accessed: 11-Jul-2019].

***Esther Amina Akuh (Corresponding Author)**

Federal University Lokoja, Nigeria

Email: estheraminaakuhg2@gmail.com

Victor Olugbenga Ayoko

Federal University Lokoja, Nigeria

Email: victorayoko@gmail.com
