



Influence of the Availability, Adequacy and Accessibility of Instructional Facilities on Teachers Job Satisfaction in Colleges of Education in Adamawa and Taraba States, Nigeria

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ABSTRACT

This research examined the influence of availability, adequacy, and accessibility of instructional facilities on teachers' job satisfaction in colleges of education, Adamawa and Taraba. Three research hypotheses were formulated to guide the conduct of the study. A descriptive survey research design was adopted for the conduct of this study where a sample of 248 academic staff out of a population of 710 was used in the study. A total of 248 questionnaire were distributed and returned with the help of research assistance. The data collected were analyzed using the t-test of independent samples. The results obtained shows that availability, accessibility and Adequacy of instructional facilities will ensure quality education. The findings have shown that availability, accessibility and adequacy has influence on teachers' job satisfaction. Based on the findings, the following recommendations were advocated: there is the need to ensure that instructional facilities are available, adequate and accessible in attaining the educational objectives and the management of the Colleges of Education under study should partner with relevant education stake holders like: ministries, national commission for colleges of education, donor agencies and TETFund in the provision of instructional facilities to colleges of Education nationwide.

KEYWORDS: Availability, Adequacy, Accessibility, Instructional Facilities, Teachers' Job Satisfaction and Colleges of Education

Introduction

Good quality and standard teaching and learning process depend largely on the availability, adequacy and accessibility of educational facilities. It is when these facilities are properly managed through planning; organizing and well-coordinated the system will be efficient and effective in getting the best from the teachers. Instructional facilities constitute essential inputs which could generate favorable learning environment, facilitate interaction and enhance achievement of educational objectives (Akubue, 2007).

Availability, adequacy and accessibility of instructional facilities are distinct concepts. In other words, when an instructional facility is available, sufficient enough and the requirement needed is accepted for a specific purpose which will yield positive result to learners is adequacy. But when an instructional facility is available when needed and easily obtained is classified as accessibility. School Administrators and Teachers depend on instructional facilities for effective delivery of lesson, and school as a formal organisation takes instructional facilities as instrument for making the institution center of excellence and high productivity.

This is what prompted Uduak, (2018) to state that for teachers to work in the school system and maximize their performance in service delivery, they need an enabling physical working environment with adequate facilities. From the researcher's observation, furniture (seats and desks) which are basic classroom requirements are inadequate in many public some private secondary schools so much so that students are sitting on windows and bare floor to receive classes.

It is in line with the above that this paper is designed to examine the influence of the availability, adequacy and accessibility of instructional facilities on teacher's job satisfaction in colleges of education in Adamawa and Taraba States, Nigeria

Objectives of the Study

The purpose of this study was to examine the influence of availability, Adequacy and Accessibility of Instructional Facilities on Teachers' Job Satisfaction in Colleges of Education in Adamawa and Taraba States.

Specifically the study attempted to:

1. Assess the influence of availability of Instructional Facilities on Teachers' Job Satisfaction Colleges of Education, Adamawa and Taraba States.
2. Determine the influence of Adequacy of Instructional Facilities on Teachers' Job Satisfaction Colleges of Education, Adamawa and Taraba States.
3. Examine the influence of Accessibility of Instructional Facilities on Teachers' Job Satisfaction in Colleges of Education, Adamawa and Taraba States.

Research Hypotheses

In order to address the objectives of this study, the following hypotheses were formulated and tested at 0.05 level of significance. The hypotheses are:

H0₁: Availability of Instructional Facilities has significant influence on Teachers' Job Satisfaction in Colleges of Education, Adamawa and Taraba States.

H0₂: Adequacy of Instructional Facilities has significant influence on Teachers' Job Satisfaction in Colleges of Education, Adamawa and Taraba States.

H0₃: Accessibility of Instructional Facilities has significant influence on Teachers' Job Satisfaction in Colleges of Education, Adamawa and Taraba States.

Review of Related Literature

School facilities are the material resources provided for staff and students to optimize their productivity in the teaching and learning process (Ihuoma, 2008). Ihuoma (2008), further explained that in school system, there are multiplicity of facilities which facilitate teaching and learning. These facilities play pivotal role in the actualization of the educational goals and objectives by satisfying and physical and emotional needs of the staff and students. The school facilities consist of all types of academic activities, classrooms, lecture halls, offices, libraries, laboratories, computer centers areas of sports and games, furniture and toilet facilities, lighting, transportation, ICT and special facilities for the physical challenged persons. Good school environment and well adequate facilities will foster desirable behaviour, creativity, harmonious relationship and problem solving skills among students (Ibrahim, 2018)

The availability, adequacy and accessibility of Instructional Facilities are important ingredients in any teaching and learning programme especially as it affect Teachers' Job Satisfaction. The level of Teachers' Job Satisfaction is greatly dependent on the degree of availability, adequacy and accessibility of up-to-date Instructional Facilities. This is because they form the hub around which such programmes revolve (Mgbor, 2005; Mgbor and Anyanor, 2005).

Availability refers to services / resources that can be obtained in the discharge of certain functions. Longman (2003) asserts that availability refers to resources ready to be used, able to be used or that can easily be found and used. Onyejiemezie (2002) noted that availability is a state of making provision for a satisfactory standard requirement in terms of teaching resource to enhance effective instructional activity.

The provisions of adequate and appropriate school physical facilities determine to a large extent by the location of the school. The school should be accessible to instructional facilities. The environment of the school should stimulate, motivate and reinforce students' attendance in school. Bandle (2013) noted that the importance of school facilities cannot be relegated. Facilities like modern laboratories, libraries and classrooms are to be put in place in all school.

Management in education is viewed as the organisation and coordination of human material resources available in education and using them systematically for the educational objectives (Obi, 2005). This implies that instructional facilities if accessible will enable both teachers and the learners communicate ideas or concepts and to acquire basic knowledge and skills in all subjects including science and technology to meet societal needs Job Satisfaction

Basically, job satisfaction is the degree to which personal wants, both material and psychological, are realized by individuals while performing tasks assigned to them (Hoppock, 2005). It is a pleasurable emotional reaction to a person's job experiences. In other words, it is the overall adjustment to work situation. In this regard, the happiness of teachers in their working environment purely involves job satisfaction where they feel highly motivated when their salaries are satisfactorily and stable.

The absence of adequate financial support makes teachers develop low attitudes at work, some look for alternative job or work lazily. Therefore, for teachers to deliver the expectations in the high degree of efficiency and commitment, they must see the job as satisfactory. This will help personnel management to pattern their policies in such a way that there will be increased enthusiasm towards greater efficiency, productivity, sense of belonging and above all, harmony in their working environment. According to Christopher (2014) the most paramount determinant factor of teachers' job satisfaction is the school environment.

Considering these factors, it is necessary for schools to offer suitable facilities to attract the most effective teachers. The design of school facilities has been linked to the motivation of teachers and achievement of the students (Johnson, Kraft, & Papay, 2012). The lighting and the thermal comfort of the classroom are normally mentioned by teachers as key elements to achieving high levels of morale and motivation.

Simon and Johnson (2015) argue that the state of the location may have an effect on the capability of the teachers to conduct teaching, on the morale of the teachers, and on the safety and health of the teachers. Various shortages within a learning institution have the ability to weaken the teaching quality as a result of teachers having a negative attitude towards the profession (Earthman and Lemasters, 2009).

There must be adequate facilities, accessibility of these facilities, security, good school environment, decent salary, cordial relationship with colleagues. This involves key personalities who are supportive to a teacher's welfare like administrators, students and parents. This creates confidence and stability in a teacher, and ultimately gets satisfaction Adeogun (2001) discovered a low level of instructional resources available in public schools and stated that our public schools are starved of both teaching and learning resources. According to Muthamia (2009), teachers can only be effective and productive in their work if they have adequate and relevant facilities.

Akinkuade; and Oredein (2021) conducted a study on the influence of secondary school infrastructural facilities on teachers' job satisfaction and performance in Ibadan Metropolis, Oyo State of Nigeria. Their study revealed that infrastructural facilities have significant combined influence on teachers' job satisfaction and performance in both public and private secondary schools in Ibadan metropolis of Oyo State, Nigeria.

Bahtilla and Xu (2021) examined the relationship between the school environment and teachers' job satisfaction. The study found out that school environment make a unique and statistically significant contribution to predicting teachers' job satisfaction. This study provides useful findings which have implications for school leaders and policy-makers.

Methodology

Design of the study

A descriptive survey research design was adopted for the conduct of this study where a sample the population was used to represent the whole target population and the findings from the sample population was used to make generalizations on the target population. This design was adopted because it allows for the collection of information, peoples opinion and attitudes about a phenomenon, object or an event at a particular time and place.

Area of the Study

The study sampled three Colleges of Education in Adamawa and Taraba States, namely Federal College of Education, Yola, Adamawa State, College of Education, Hong and College of Education, Zing, Taraba State.

Population of the Study, Sample and Sampling Technique

The population of the study comprised of all the teaching staff in the area of the study, totaling 710 teaching staff. 248 teaching staff which is equivalent to 34.9% of the target population was selected as the sample for the study. The 248 teaching was selected based on research advisor (2006) formula for determining sample size.

Instrument for Data Collection

The questionnaire method of data collection was used in collecting data for the study. The questionnaire used consisted of three sections. The first section focused on the respondents bio-data, section two was on availability, adequacy and accessibility with 23 items. The third section was on job satisfaction, namely leadership style, working environment and staff welfare package with 36 items all designed using the modified four points Likert rating scale of:

Availability of instructional facilities

- Never available 1
- Rarely available 2
- Often available 3
- Always available 4

Adequacy of instructional facilities

- Never Adequate 1
- Rarely Adequate 2
- Often Adequate 3
- Always Adequate 4

Accessibility of instructional facilities

- Never Accessible 1

- Rarely Accessible 2
- Often Accessible 3
- Always Accessible 4

Indicators of Teachers Job Satisfaction

- Strongly agreed 1
- Agreed 2
- Disagreed 3
- Strongly disagreed 4

A total of 248 questionnaires were distributed to: lecturers, Coordinators, Unit Heads and Departmental Heads and the entire 248 questionnaires were returned for data analysis.

Data Analysis

The hypotheses were tested using independent t-test at 0.05 level of significance.

Decision Rules

A hypothesis is accepted if the calculated value of “t” is lower than the critical value of “t” while a hypothesis is rejected if the calculated value of “t” is greater than the critical value of “t”

Result and Discussion

Testing of Research Hypotheses

HO₁, Ho₁: Availability of Instructional Facilities has significant influence on Teachers' Job Satisfaction in Colleges of Education, Adamawa and Taraba States.

The data for testing hypothesis one above was analyzed and the summary is presented in table 1 below:

Table 1: Influence of Availability of Instructional Facilities on Teachers' job satisfaction

Variation	Mean	S.D	D.F	L.S	Cal T	Crit, T	P.val	Decision
Job satisfaction	2.94	1.67	246	0.05	0.142	0.740	0.89	Accepted
Adequacy of instructional facilities	2.91	1.65						

At degrees of freedom (df) 246 and level of significance 0.05 the calculated value of t (cal-t) is 0.142. This is much lower than the critical value of t (Crit-t) of 0.740. Using the two tail test, the calculated t value of 0.142 will fall within the acceptance region indicating that hypotheses one is accepted. This means that Availability of Instructional Facilities has significant influence on Teachers' Job Satisfaction in Colleges of Education, Adamawa and Taraba States. This finding agreed with the findings and assertions by Akinkuade; and Oredein (2021), Johnson, Kraft, & Papay, (2012), Mgbor and Anyanor, (2005) and Onyejiemezie (2002)

HO₂: Adequacy of Instructional Facilities has significant influence on Teachers' Job Satisfaction in Colleges of Education, Adamawa and Taraba States.

The data for testing hypothesis two above was analyzed and the summary is presented in table 2 below:

Table two: Influence of Adequacy of Instructional Facilities on Teachers' job satisfaction

Variation	Mean	S.D	D.F	L.S	Cal T	Crit, T	P.val	Decision
Job satisfaction	2.94	1.67	246	0.05	-0.35	0.74	0.73	Accepted
Adequacy of instructional facilities	3.01	1.49						

The analysis in table 2 above revealed that at degree of freedom (df) of 246 and level of significance 0.05 the calculated value of t (cal-t) is -0.35. This is much lower than the critical value of t (Crit-t) of 0.740. Using the two tail test, the calculated t value of -0.35 will fall within the acceptance region indicating that hypotheses two is accepted. This means that Adequacy of Instructional Facilities has significant influence on Teachers' Job Satisfaction in

Colleges of Education, Adamawa and Taraba States. This finding agreed with the assertions and findings of Oni (2012), Ibrahim, (2018), Muthamia (2009), Akinkuade; and Oredein (2021).

H₀: Accessibility of Instructional Facilities has significant influence on Teachers' Job Satisfaction in Colleges of Education, Adamawa and Taraba States.

The data for testing hypothesis three above was analyzed and the summary is presented in table 3 below:

Table 3: Influence of accessibility of Instructional Facilities on Teachers' job satisfaction

Variation	Mean	S.D	D.F	L.S	Cal T	Crit, T	P.val	Decision
Job satisfaction	2.94	1.67	246	0.05	-0.50	0.74	0.62	Accepted
Adequacy of instructional facilities	3.05	1.78						

The analysis in table 3 above revealed that at degree of freedom (df) of 246 and level of significance 0.05 the calculated value of t (cal-t) is -0.50. This is much lower than the critical value of t (Crit-t) of 0.740. Using the two tail test, the calculated t value of -0.50 will fall within the acceptance region indicating that hypotheses two is accepted. This means that Accessibility of Instructional Facilities has significant influence on Teachers' Job Satisfaction in Colleges of Education, Adamawa and Taraba States. This finding agreed with the findings of Mgbor, (2005), Mgbor and Anyanjanor, (2005). Akinkuade; and Oredein (2021) Bahtilla and Xu (2021)

Conclusions and Recommendations

Availability, accessibility and Adequacy of instructional facilities will ensure quality education. The findings have shown that availability, accessibility and adequacy has influence on teachers' job satisfaction.

As a result of the findings, and the influence of instructional facilities on teachers' job satisfaction, It was recommended that:

1. there should be adequate and prompts supply of infrastructural facilities in colleges of education with proper and timely maintenance of these facilities
2. Government should ear-mark substantial amount of money (that is of the national budget) to education.
3. Teachers should always try their best to make use of available instructional materials where necessary
4. Teachers should be encouraged to search for necessary instructional materials
5. it is appropriate for the Colleges of Education under study to facilitate by ensuring these facilities are adequate and accessible.
6. The study recommends management of Colleges of Education not to relent in their effort; they should keep partnership with Ministries of education, National Commission for Colleges of Education (NCCE), Donor agencies and the masterpiece which is Tertiary Education Trust Funds (TETFUND) in the provision of instructional facilities to Colleges of Education nationwide.
7. The study recommends government to provide teaching facilities adequately to meet relative needs of Colleges under study so that students will not only have access to the reference materials mentioned by the teacher but individual student can also learn at their Own pace.

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