

Assessment of Teachers' Service Delivery in Private Secondary Schools in Abi Local Government Area, Cross River State -Nigeria

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Abstract

This study assessed teachers' service delivery in private secondary schools in Abi Local Government Area of Cross River State, Nigeria, with particular focus on instructional practices and classroom management. Two research questions guided the study. A descriptive survey research design was adopted. The population comprised all 132 teachers in the 17 private secondary schools in the study area. Due to the manageable size of the population, a census approach was employed. Data were collected using a questionnaire titled "Teachers' Service Delivery Questionnaire (TSDQ)." The instrument was validated by experts in Educational Management and the Measurement and Evaluation Unit of the University of Calabar to ensure its validity and suitability for the study. A pilot study was conducted outside the study area to establish reliability, and Cronbach's alpha coefficient of 0.86 was obtained, indicating a high level of internal consistency. Data were analyzed using mean and standard deviation to answer the research questions. The findings revealed that teachers generally demonstrate effective instructional practices and classroom management. The respondents showed competence in applying appropriate teaching methods, maintaining classroom discipline, managing students' behaviour, and creating a conducive learning environment. However, some areas requiring improvement were identified, particularly in promoting active student participation and clearly communicating lesson objectives before instruction. The study concluded that although teachers exhibit a satisfactory level of effectiveness in instructional delivery and classroom management, greater attention is needed to strengthen learner engagement and learner-centred teaching practices. Based on the findings, the study recommended that school administrators should organize regular professional development programmes, workshops, and in-service training to enhance teachers' instructional skills, lesson planning, and communication of learning objectives for improved educational outcomes.

Keywords: Teachers' Service Delivery, Instructional Practices, Classroom Management, Private Secondary Schools, Educational Effectiveness.

I. Introduction

In Nigeria, secondary education represents the post-primary level of schooling designed for learners typically between the ages of 11 and 18. It serves as a transitional stage between primary and tertiary education, preparing students for higher education and equipping them with competencies required for the world of work. Secondary schools play a significant role in national development by fostering human capital formation and capacity building (Ayang et al., 2025; Iyiegbuniwe et al., 2025; Obona et al., 2024). Its focus is usually placed on the acquisition of academic or vocational skills (Ataben et al., 2026). The effectiveness of this level of education largely depends on teachers, who constitute the cornerstone of the school system (Madukwe et al., 2025). Students' personal growth, responsible citizenship, and lifelong learning are strongly influenced by teachers' contributions (Nwannunu et al., 2024). Consequently, the realization of secondary education objectives is closely tied to the quality of teachers' service delivery.

Within the context of this study, teachers' service delivery refers to the effectiveness and efficiency with which teachers perform their professional duties. It extends beyond mere lesson presentation to include activities that promote students' academic achievement and holistic development. Udokpan et al. (2024) conceptualize teachers' service delivery as the range of responsibilities undertaken to enhance teaching and learning, while Ayang et al. (2025) emphasize clear communication of subject matter, active student engagement, and supportive guidance. Similarly, Madukwe et al. (2024) describe it as the execution of assigned responsibilities aimed at achieving

defined educational goals. Effective service delivery ensures that students receive quality instruction, demonstrate academic progress, and acquire essential life skills (Onaolapo et al., 2019; Obona et al., 2024).

Indicators of effective teachers' service delivery include systematic lesson planning, appropriate utilization of instructional materials, diverse teaching strategies tailored to learners' needs, regular assessment and constructive feedback, punctuality, and active collaboration with parents and the community. These practices strengthen both student learning outcomes and institutional development. Despite their crucial role, studies report persistent challenges in teachers' service delivery, including inadequate lesson preparation, ineffective assessment practices, poor classroom management, irregular attendance, limited professional commitment, and weak teacher–student relationships (Okoye, 2017; Raji & Sani, 2023; Udokpan et al., 2024; Ayang et al., 2025). Such deficiencies undermine students' academic performance and broader educational goals (Oluwaseun, 2016; Obona et al., 2025).

In Abi Local Government Area of Cross River State, concerns have been raised regarding the quality of teachers' service delivery in private secondary schools. Although performance in some cases appears relatively commendable, stakeholders continue to express dissatisfaction with issues such as inadequate lesson planning, limited use of teaching aids, ineffective assessment methods, insufficient feedback, and weak teacher–student interactions. These shortcomings may contribute to low academic achievement and hinder the development of essential skills required for personal and societal advancement. Addressing these concerns is therefore imperative for improving student outcomes and sustaining quality secondary education in the area.

Teachers' service delivery can be viewed from several key dimensions. Obona et al. (2025) identify teaching, research, and community service as some major components. The teaching dimension involves effective lesson planning, appropriate instructional strategies, student assessment, and continuous engagement with learners. These require subject mastery and responsiveness to diverse learning needs (Adeyemi, 2019; Obasi, 2020). Community service, on the other hand, reflects teachers' efforts to extend their professional expertise beyond the classroom through outreach activities and collaboration with community stakeholders, thereby strengthening school–community relationships (Adewale, 2018). Scholars further note that effective service delivery entails the diligent execution of assigned responsibilities to achieve educational objectives, uphold standards, and promote positive learner outcomes (Udokpan et al., 2024; Madukwe et al., 2024; Obi, 2023; Ayang et al., 2025). Teachers' service delivery thus, remains a vital determinant of educational quality and students' academic success. This study, however, concentrates specifically on instructional delivery and classroom management as important components of teachers' service delivery.

II. Literature Review

A. Assessment of Teachers' Instructional Delivery

Teachers' instructional delivery refers to the methods and strategies educators employ to communicate subject content effectively and promote students' understanding, engagement, and mastery. It includes lesson planning, clarity of explanation, questioning techniques, use of instructional materials, assessment practices, and responsiveness to learners' needs (Stronge & Xu, 2015; Culajara & Luces, 2023). Effective instructional delivery goes beyond content transmission by actively engaging learners and using assessment feedback to improve teaching. Studies consistently show that the quality of instructional delivery significantly influences students' academic achievement (Cohen et al., 2003; Culajara & Luces, 2023).

Empirically, studies suggest that effective instructional delivery is central to improved learning outcomes. Abdullahi and Ibo (2014), using a descriptive design and multiple regression analysis, found that instructional delivery significantly predicted students' achievement in English and Mathematics in Lagos State secondary schools. Similarly, Bibon (2022), in a correlational study of science teachers and Grade 10 learners in the Philippines, reported a strong positive relationship between instructional practices and students' academic performance. Kyasimire et al. (2022) also

found a significant link between appraisal practices and teachers' instructional delivery methods. Furthermore, Amadi et al. (2025) established that team teaching enhances instructional quality, while Obona et al. (2024) and Madukwe et al. (2024) highlighted the positive influence of digital resources and staff supervision on service delivery in higher education contexts.

B. Assessment of the Quality of Teachers' Classroom Management

Classroom management refers to teachers' ability to organize, regulate, and maintain a learning environment that promotes academic engagement and positive behaviour. It involves establishing clear rules and routines, minimizing disruptive behaviour, fostering positive teacher–student relationships, and maximizing instructional time. Effective classroom management is widely recognized as a core determinant of students' academic success and overall learning quality (Rahayu et al., 2025).

Empirical studies further validate this assertion. Rahayu et al. (2025) found a strong positive relationship between classroom management and learning quality among elementary school teachers in Indonesia. Ossai (2023) reported a significant correlation between effective classroom management and students' academic performance in Delta State secondary schools. Similarly, Asare et al. (2024) demonstrated that classroom management significantly influenced mathematics achievement among Ghanaian senior high school students, even after controlling for teacher quality and student interest. Sumastre and Oco (2025) also established that effective classroom management positively relates to pupils' self-efficacy.

The literature review focused on teachers' instructional delivery methods and classroom management skills as key dimensions of teachers' service delivery. The reviewed studies underscored the importance of effective service delivery in improving students' academic performance and school effectiveness. However, most of the studies were conducted outside the study area, and few integrated the selected variables as conceptualized in this research. Differences in research objectives and methodologies were also identified. Consequently, this study was undertaken to fill these gaps by assessing teachers' service delivery in private secondary schools in Abi Local Government Area, Cross River State, thereby contributing to existing knowledge.

C. Theoretical Background

This study is anchored on the Two-Factor Theory of Motivation proposed by Frederick Herzberg (1959). The theory explains that job satisfaction and performance are influenced by two categories of factors: motivators and hygiene factors. Motivators factors such as achievement, recognition, responsibility, and opportunities for advancement can enhance job satisfaction and stimulate improved performance. In contrast, hygiene factors including salary, working conditions, supervision, and institutional policies do not necessarily create satisfaction but may cause dissatisfaction when they are inadequate. The theory assumes that optimal employee performance occurs when intrinsic motivators are strengthened, and extrinsic conditions are properly maintained. In the context of this study, Herzberg's theory provides a useful framework for understanding variations in teachers' service delivery. Teachers' dedication to lesson preparation, effective instructional delivery, classroom management, and student engagement may be influenced by intrinsic motivators such as professional growth and recognition. Conversely, poor working conditions, inadequate instructional resources, and weak administrative support may hinder effective service delivery. Differences in the availability of these motivators and hygiene factors may also explain disparities in service delivery. Guided by this theoretical perspective, the study assesses teachers' service delivery in private secondary schools in Abi Local Government Area, Cross River State, with the aim of contributing to improved educational outcomes.

E. Statement of the problem

Teachers service delivery in secondary schools is reflected through subject-matter mastery, proper lesson planning and effective delivery, continuous assessment of students, timely feedback, and positive teacher–student relationships. When teachers deliver these services effectively, students

develop appropriate study habits, learning outcomes improve, and schools achieve their educational objectives. However, there is a growing concern about declining teachers' service delivery in private secondary schools in Abi Local Government Area of Cross River State. Cases of irregular class attendance, inadequate lesson preparation, weak classroom control, delayed feedback on students' work, and limited commitment to instructional duties have been observed. Some students complain of teachers rushing through lessons and lacking diverse teaching methods, while parents express worry over their children's poor academic performance and declining interest in school activities. These challenges have continued to negatively affect students' learning, examination preparedness, discipline, and school effectiveness.

In response to these concerns, the private school owners have introduced measures such as supervision and payment of salaries to motivate the teachers. Despite these efforts, the problem of poor teachers' service delivery appears to persist in the study area, suggesting that existing interventions may be inadequate. This persistent gap underscores the need for an assessment of teachers' service delivery in Abi Local Government Area. Therefore, this study is set to investigate the assessment of teachers' service delivery in private secondary schools in Abi Local Government Area, Cross River State.

F. Purpose of the Study

The main purpose of this study is to assess teachers' service delivery in private secondary schools in Abi Local Government Area of Cross River State. The study specifically sought to:

1. Assess the effectiveness of teachers' instructional delivery in private secondary schools in Abi Local Government Area.
2. Examine the quality of teachers' classroom management in private secondary schools in Abi Local Government Area.

G. Research questions

1. What is the effectiveness of teachers' instructional delivery in private secondary schools in Abi Local Government Area?
2. What is the quality of teachers' classroom management in private secondary schools in Abi Local Government Area?

H. Significance of the study

This study may be relevant to school administrators, teachers, policymakers, and researchers. For principals and school proprietors, the findings may provide objective evidence on teachers' effectiveness in areas such as instructional delivery and classroom management. Such information can help administrators identify strengths and areas requiring improvement, thereby supporting more focused supervision, staff appraisal, and professional development initiatives. Teachers may also benefit from the study, as it can increase their awareness of expected standards in service delivery and highlight how their professional practices directly influence students' learning outcomes. In addition, policymakers may find the study useful as evidence for reviewing and strengthening existing educational policies and intervention programmes aimed at enhancing teachers' performance. For researchers, the study may contribute to the growing body of literature on teachers' service delivery within the Nigerian educational context, particularly at the local government level, while also providing baseline data and methodological guidance for future research.

II. Methodology

The study adopted a descriptive survey of research design. This design was chosen for this study because the research seeks to assess teachers' service delivery in private secondary schools in Abi Local Government Area, Cross River State. The design allows for a systematic collection and analysis of data to provide an accurate description of teachers' instructional delivery, classroom management, professional commitment, and teacher-student relationships. The study population

comprised all 132 teachers in 17 private secondary schools in Abi Local Government Area of Cross River State. This population formed the study. The study adopted the census method. This is because it allows the involvement of the entire population of teachers in the study due to its manageable size. The instrument used for data collection was a questionnaire titled “Teachers’ Service Delivery Questionnaire (TSDQ).” All the variables were measured using a four-point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). Before administering the questionnaires to the respondents, the items were submitted to validation to experts in Educational Management as well as Test and Measurement Unit, University of Calabar where irrelevant items were either dropped or modified for use in the study. A pilot study was conducted outside the study area to establish reliability, and the Cronbach’s alpha coefficient yielded a reliability index of 0.86, indicating a high level of internal consistency.

Ethical principles were strictly observed throughout the study. Participants were adequately informed about the purpose of the research, participation was voluntary, anonymity was guaranteed, and respondents were assured of their right to withdraw from the study at any time without penalty. All administered questionnaires were successfully retrieved, coded, and analyzed. Next, the researcher sorted out the collected questionnaire to ensure that all the items have been well responded to by the respondents. The questionnaires were then scored and organized in the order of the variables they were designed to measure. The scores of respondents on the respective sub-scales were summed and transferred for analysis. Descriptive statistics of Mean and standard deviation were used to answer the research questions at .05 level of significance and in the order below. A decision mean of 2.50 was used as the benchmark. A mean score of 2.50 and above was interpreted as agreement, while a mean score below 2.50 indicated disagreement.

III. Results

Research question one

What is the effectiveness of teachers’ instructional delivery in private secondary schools in Abi Local Government Area? This question was answered with descriptive statistics, and the answer is in Table 1.

Table 1: Mean ratings of respondents on the effectiveness of teachers’ instructional delivery in private secondary schools in Abi Local Government Area

S/no	ITEMS	$\bar{X}$	S.D.	DECISION
1.	I modify my teaching strategies when students show difficulty in understanding the lesson.	2.53	.76	Agree
2.	I motivate students to ask questions during lessons.	2.36	.59	Disagree
3.	I apply suitable teaching methods that enhance students’ understanding of the lesson content.	2.86	.85	Agree
4.	I clearly communicate the learning objectives to students before beginning each topic.	2.40	.81	Disagree
5.	I effectively utilize instructional materials to support and improve my teaching.	2.66	.83	Agree
6.	I manage instructional time efficiently during classroom teaching.	2.55	.70	Agree
Cluster Mean		2.56	.76	Agree

Table 1 presents respondents’ perceptions of instructional practices based on mean scores ($\bar{X}$), standard deviations (S.D), and decision criteria. The results show that respondents agreed with most of the instructional practices assessed. Specifically, Item 1 ($\bar{X} = 2.53$) indicates that teachers modify their teaching strategies when students experience difficulty in understanding lessons, while Item 3 ($\bar{X} = 2.86$) reveals a strong agreement that appropriate teaching methods are applied to enhance students’ understanding. Similarly, Item 5 ($\bar{X} = 2.66$) and Item 6 ($\bar{X} = 2.55$) show that respondents agreed they effectively utilize instructional materials and manage instructional time efficiently during classroom

teaching. However, Item 2 ($\bar{X} = 2.36$) and Item 4 ($\bar{X} = 2.40$) indicate disagreement, suggesting that motivating students to ask questions and clearly communicating learning objectives before lessons are areas of weakness in instructional practice. The standard deviations, ranging from 0.59 to 0.85, show a moderate level of variability in responses, indicating some degree of consensus among respondents. Overall, the cluster mean of 2.56 suggests that instructional practices are generally acceptable, though not uniformly strong across all areas, with notable gaps in student engagement and lesson objective communication.

Research question two

What is the quality of teachers' classroom management in private secondary schools in Abi Local Government Area? This question was answered with descriptive statistics, and the answer is in table 2.

Table 2: Mean ratings of respondents on the quality of teachers' classroom management in private secondary schools in Abi Local Government Area

S/no	ITEMS	$\bar{X}$	S.D.	DECISION
1.	I apply classroom rules fairly to all students.	2.51	.78	Agree
2.	I ensure a calm environment for learning.	2.54	.93	Agree
3.	I manage students' behavior effectively during lessons.	2.65	.85	Agree
4.	I set clear rules of behaviour for students before each lesson.	2.74	.90	Agree
5.	I handle disruptive behavior promptly during lessons.	2.53	.89	Agree
6.	I maintain discipline in my classroom during lessons.	2.66	.96	Agree
	Cluster Mean	2.60	.89	Agree

Table 2 shows the respondents' perceptions of classroom management practices using mean scores ($\bar{X}$), standard deviations (S.D), and decision decisions. The results show a generally positive assessment of classroom management among respondents, as all items were accepted with "Agree." Specifically, Item 1 ($\bar{X} = 2.51$) indicates that teachers apply classroom rules fairly to all students, while Item 2 ($\bar{X} = 2.54$) shows that a calm learning environment is generally ensured. Item 3 ($\bar{X} = 2.65$) and Item 5 ($\bar{X} = 2.53$) suggest that teachers effectively manage student behavior and handle disruptive behavior during lessons. Furthermore, Item 4 ($\bar{X} = 2.74$), which records the highest mean score, indicates that teachers clearly set behavioural expectations before each lesson, while Item 6 ($\bar{X} = 2.66$) shows that classroom discipline is consistently maintained. The standard deviations, ranging from 0.78 to 0.96, indicate moderate variability in responses, suggesting a reasonable level of agreement among respondents. Overall, the cluster mean of 2.60 reveals that classroom management practices are generally effective and positively perceived, with strong emphasis on rule-setting, discipline, and behavioral control in the classroom.

IV. Discussion of findings

The findings from research question 1 reveal that instructional practices among respondents are generally effective, as indicated by a cluster mean of 2.56. This suggests that teachers demonstrate a moderate to high level of competence in key aspects of classroom instruction. In particular, the results show strong agreement that teachers apply appropriate teaching methods to enhance students' understanding ($\bar{X} = 2.86$), modify their teaching strategies when learners experience difficulty ($\bar{X} = 2.53$), effectively utilize instructional materials ($\bar{X} = 2.66$), and manage instructional time efficiently during lessons ($\bar{X} = 2.55$). These findings imply that teachers are responsive to learners' needs and are actively engaged in practices that support effective knowledge delivery.

However, the study also reveals notable gaps in certain instructional areas. Respondents disagreed that teachers motivate students to ask questions during lessons ($\bar{X} = 2.36$) and that learning objectives are clearly communicated before the commencement of lessons ($\bar{X} = 2.40$). These deficiencies suggest weaknesses in promoting student participation and ensuring clarity of

instructional goals, both of which are essential for learner-centered teaching and effective classroom interaction. The absence of these practices may limit students' engagement and understanding of lesson expectations. Furthermore, the standard deviations, which range from 0.59 to 0.85, indicate a moderate level of agreement among respondents, suggesting that while perceptions are fairly consistent, some variations still exist in how instructional practices are experienced across classrooms. The implication of the findings is that although instructional practices are generally satisfactory, improvements are needed in enhancing student engagement and in clearly communicating lesson objectives to strengthen overall instructional effectiveness.

These findings are consistent with earlier empirical evidence that underscores the critical role of instructional delivery in shaping students' learning outcomes. Bibon (2022) reported a strong positive association between instructional delivery and students' academic success, particularly highlighting the effectiveness of interactive approaches such as questioning and learner engagement—areas identified as relatively weak in the present study. Likewise, Kyasimire et al. (2022) observed that the quality of instructional methods is often shaped by institutional and professional factors, including appraisal and supervisory practices. In a similar vein, Abdullahi and Ibode (2014) established that teachers' instructional practices are significant predictors of students' academic performance, implying that even slight improvements in teaching methods can lead to meaningful gains in learning achievement.

The findings from research question 2 indicate that classroom management practices among respondents are generally effective, as reflected in the cluster mean of 2.60. This suggests that teachers demonstrate a satisfactory level of competence in maintaining order and regulating classroom activities. The results further show that respondents agreed that teachers apply classroom rules fairly to all students ($\bar{X} = 2.51$) and ensure a calm learning environment ($\bar{X} = 2.54$), both of which are essential foundations for effective teaching and learning. In addition, the study reveals that teachers manage student behavior effectively ($\bar{X} = 2.65$), handle disruptive behavior promptly ($\bar{X} = 2.53$), and maintain classroom discipline during lessons ($\bar{X} = 2.66$), indicating consistent efforts toward sustaining an orderly instructional environment. Notably, Item 4, which records the highest mean score ($\bar{X} = 2.74$), shows that teachers clearly set behavioural expectations before each lesson. This finding underscores the importance of proactive classroom management strategies in establishing rules and preventing misconduct. The relatively high mean values across all items suggest that classroom management practices are generally well implemented and positively perceived by respondents. Furthermore, the standard deviations ranging from 0.78 to 0.96 indicate moderate variability in responses, implying a reasonable level of consensus among respondents, although some differences in perception still exist. Overall, the findings suggest that effective classroom management is a strength among the respondents, particularly in areas related to discipline, rule enforcement, and maintaining a conducive learning environment.

These findings are consistent with existing empirical literature that highlights the crucial role of classroom management in enhancing students' learning outcomes. Sumastre and Oco (2025) revealed a significant positive correlation between teachers' classroom management practices and pupils' self-efficacy, suggesting that well-structured and well-managed classrooms not only enhance academic performance but also strengthen learners' confidence and belief in their academic abilities. Likewise, Rahayu et al. (2025) reported a strong and statistically significant positive relationship between classroom management and quality of learning ($r = 0.779$, $p < .01$), demonstrating that effective management practices substantially improve learning effectiveness. In a similar study, Ossai (2023) found that sound classroom management practices are positively and significantly associated with students' academic performance, emphasizing the importance of teachers' managerial skills in promoting better educational outcomes. Furthermore, Asare et al. (2024) established that effective classroom management significantly influences students' achievement in mathematics, even after controlling variables such as teacher quality and students' interest, indicating its independent contribution to academic success.

V. Conclusion

This study is an assessment of teachers' service delivery in private secondary schools in Abi Local Government Area, Cross River State-Nigeria, in terms of instructional practices and classroom management. The findings of the study reveals that instructional practices and classroom management among teachers are generally effective. Teachers demonstrate strength in areas such as applying appropriate teaching methods, managing classroom behaviour, maintaining discipline, and ensuring a conducive learning environment. However, weaknesses were observed in key areas such as encouraging student participation and clearly communicating learning objectives before lessons. Based on the findings, the study concludes that while teachers exhibit a satisfactory level of instructional and classroom management effectiveness, further improvement is needed to enhance learner engagement and strengthen learner-centred instructional practices for improved educational outcomes.

VI. Recommendations

Based on the findings of this study, it was recommended that:

1. Teachers should place greater emphasis on improving student engagement during instruction by encouraging learners to ask questions, express their opinions, and actively participate in classroom discussions. This can be achieved using more interactive and learner-centred teaching strategies that promote active involvement and critical thinking.
2. School administrators should organize regular professional development programmes, workshops, and in-service training for teachers, focusing on effective lesson planning and clear communication of learning objectives. This will help strengthen instructional clarity, improve lesson structure, and enhance teaching effectiveness in the classroom.

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