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# AN ASSESSMENT OF THE RELATIONSHIP BETWEEN SCHOOL-BASED VARIABLES AND TEACHERS' SERVICE DELIVERY IN SECONDARY SCHOOLS IN OGOJA EDUCATION ZONE, CROSS RIVER STATE, NIGERIA

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## ABSTRACT

*This study investigated the relationship between school-based variables and teachers' service delivery in secondary schools within the Ogoja Education Zone of Cross River State, Nigeria. Specifically, it examined the influence of school organizational leadership and school organizational culture on teachers' performance. The study was guided by two research hypotheses and a review of relevant literature on the major and sub-variables. A correlational research design was adopted. The population consisted of 1,074 teachers across 90 public secondary schools, from which a purposive sample of 330 teachers was selected. Data were collected using the School-Based Variables and Teachers' Service Delivery Questionnaire (SBVTSDQ), validated by experts in the Measurement and Evaluation Unit of the University of Calabar. Reliability was confirmed through a trial test, yielding Cronbach alpha coefficients of 0.81 and 0.83. Ten trained research assistants facilitated data collection, achieving a 100% response rate. Data were analyzed using Pearson Product Moment Correlation in SPSS version 26. The findings revealed a statistically significant positive relationship between school organizational leadership, school organizational culture, and teachers' service delivery. The study concluded that school-based variables significantly influence teachers' service delivery in secondary schools in the Ogoja Education Zone. Based on the findings, it was recommended that the government and school management provide continuous professional development opportunities, including workshops, seminars, and mentorship programs, to equip teachers with updated pedagogical skills, classroom management strategies, and instructional resources to enhance their service delivery.*

**Keywords:** School-based variables, School leadership, School culture, Teachers' service delivery, Secondary schools

## Introduction

Education is widely recognized as a critical driver of human capital development and national advancement. In Nigeria, the education system significantly influences technological innovation, political stability, and socio-economic growth, and is structured into three levels: primary, secondary, and

tertiary education (Obona et al., 2024). Secondary education occupies a strategic transitional position between primary and tertiary levels, serving both as preparation for higher education and as a platform for equipping learners with skills necessary for responsible societal participation. In recognition of this role, the Federal Government of Nigeria (FRN, 2013) emphasizes that secondary education should prepare learners for productive citizenship and further academic pursuits. Consequently, secondary schools are expected to promote learners' cognitive, affective, and psychomotor development (Nwokonko & Obona, 2024).

Education fundamentally seeks to bring about positive behavioral change through structured learning experiences (Ndem & Egbai, 2016). Teachers are central to this process, as the successful realization of secondary education objectives largely depends on the quality of their service delivery. In this study, teachers' service delivery is conceptualized as their ability to effectively communicate subject content, actively engage students in the learning process, and provide academic support that facilitates intellectual and personal development. Service delivery has been defined as the execution of assigned responsibilities aimed at achieving specified educational goals (Madukwe et al., 2024), as well as the attainment of intended outcomes within a given timeframe (Chukwuemeka, as cited in Madukwe et al., 2024). It further entails the provision of timely, efficient, and satisfactory services to educational stakeholders, including students, parents, and colleagues (Mabi & Buluma, 2024). Effective service delivery in teaching also involves the use of learner-centered instructional strategies that enhance student participation and learning outcomes (Akuegwu & Nwi-ue, 2016; Obona et al., 2024). Broadly, teachers' service delivery encompasses the diverse roles and responsibilities performed to promote effective teaching and learning within the school system (Udokpan et al., 2024; Ayang et al., 2025).

The quality of teachers' service delivery is a key determinant of educational effectiveness and student achievement. Effective service delivery enhances academic performance, strengthens school effectiveness, and facilitates the attainment of educational goals. Ayoro et al. (2023) assert that teachers' effectiveness in achieving school objectives reflects the quality of their service delivery. Core indicators of effective service delivery include mastery of subject content, appropriate instructional methods, effective classroom management, clear communication, and the maintenance of discipline. Additionally, professionalism, participation in school activities, and positive engagement with the school community are essential components. Teachers who demonstrate these competencies contribute significantly to improved student outcomes, institutional reputation, and overall educational standards. As noted by Onaolapo et al. (2019), teacher effectiveness is measured by the extent to which educational objectives are achieved, with high-performing teachers meeting or exceeding expected standards. Teaching, as a central dimension of teachers' service delivery, involves systematic lesson planning, instructional delivery, assessment of learners' performance, and sustained interaction with students (Adeyemi, as cited in Obona et al., 2024). Effective teaching therefore requires strong subject mastery, the application of varied instructional strategies, and responsiveness to diverse learners' needs.

Despite its widely acknowledged significance, the quality of teaching in Nigeria's public secondary schools has continued to generate serious concern. Amanchukwu and Ololube (as cited in Udokpan et al., 2024) observe a noticeable decline in teachers' service excellence in public secondary schools, which has adversely affected the delivery of essential educational services across the country. This decline has been linked to students' poor performance in national examinations such as JAMB and NECO. Similarly, Ayoro, Onyeike, and Jack (2023) report sustained debates regarding teachers' competence and commitment in both public and private educational institutions. Consequently, teachers' performance has become an issue of growing scholarly and policy attention (Onaolapo et al., 2019; Okoye, 2017; Obona et al., 2023). Oluwaseun (2016) further cautions that ineffective teacher performance not only undermines students' academic development but also impedes the formation of future leaders essential for national development.

Although educational service delivery is central to school effectiveness, public secondary schools in the Ogoja Education Zone have consistently fallen short of stakeholders' expectations. Inadequate teachers' service delivery is reflected in persistent lateness, frequent absenteeism, ineffective classroom management, reliance on outdated instructional methods, and limited professional commitment. These shortcomings have weakened instructional quality and contributed to poor student outcomes, including low academic achievement, increased examination malpractice, and rising cases of indiscipline. Collectively, these trends indicate systemic challenges in the provision of quality education within the zone. In response, the government has implemented various interventions, such as the Universal Basic Education (UBE) programme, aimed at reducing student–teacher ratios, improving teacher capacity through retraining, and enhancing learning conditions via improved instructional resources and infrastructure. However, these initiatives have yet to produce substantial improvements in teaching quality. As a result, greater attention to school-based variables may offer a more practical approach to addressing the persistent challenges of teachers' service delivery.

School-based variables encompass the internal factors within a school that shape its learning environment and instructional processes. These variables include organizational and administrative elements that influence overall school effectiveness and operational efficiency (Ayang et al., 2025). Iyiegbuniwe et al. (as cited in Ayang et al., 2025) describe school-based variables as core institutional components that determine school performance. When properly managed, such variables significantly influence teachers' service delivery and students' academic outcomes by promoting innovation, professional development, and collaborative teaching practices. Effective management of school-based variables has been associated with improved classroom management and enhanced student achievement (Leithwood & Jantzi, 2005; Louis et al., 2010). Accordingly, this study concentrates on two key school-based variables: school organizational leadership and school organizational culture.

**School Organizational Leadership Style and Teachers' Service Delivery**

School leadership style refers to the approaches and strategies adopted by school

administrators, particularly principals, to guide, support, and influence teachers and other staff toward the achievement of educational goals. Broadly, school leadership encompasses the actions and influence of administrators aimed at creating a supportive environment that facilitates effective teaching and learning. Effective leadership is typically associated with a clear organizational vision, motivation of staff, provision of adequate resources, and opportunities for continuous professional development. Armstrong (2021) conceptualizes leadership as the ability to inspire and direct individuals toward goal attainment, while Daft (2018) defines it as an influence-based relationship focused on the pursuit of shared objectives. Within the school context, leadership plays a critical role in shaping teachers' attitudes, commitment, and instructional effectiveness.

Empirical evidence suggests that leadership style significantly influences teachers' job satisfaction, motivation, and service delivery. Eze and Eze (2019) found that transformational leadership practices significantly enhanced teachers' job satisfaction and instructional effectiveness in Nigerian secondary schools. Similarly, different leadership styles—such as transformational, transactional, democratic, autocratic, and laissez-faire—have been shown to exert varying effects on teacher morale, retention, and organizational commitment. Strong and supportive leadership has been linked to the development of a positive school climate, improved staff retention, and overall institutional effectiveness.

Madukwe et al. (2024) examined the influence of participatory leadership behaviour on goal attainment in public secondary schools in Abia State, Nigeria. The study adopted an ex-post facto research design and involved 160 principals selected through simple random sampling from a population of 303 principals across three education zones. Data were collected using a self-structured questionnaire titled *Participatory Leadership Behaviour and Goal Attainment Questionnaire (PLBGAQ)*. Mean and standard deviation were used to answer the research questions, while multiple regression analysis tested the hypothesis at the 0.05 level of significance. The findings revealed that participatory leadership behaviour significantly predicted goal attainment in secondary schools, underscoring the importance of inclusive leadership practices in educational administration.

In a related study conducted outside Nigeria, Eğriboyun (2019) investigated the relationship between school administrators' transactional leadership behaviours and teachers' job motivation in Izmir, Turkey. Using a purposive sampling technique, data were collected from 352 teachers across 18 schools. Confirmatory factor analysis established the reliability and validity of the research instruments. The study found a significant positive relationship between transactional leadership and teachers' job motivation ($r = .383$, $p < .01$), highlighting the role of leadership behaviours in enhancing teacher motivation within educational institutions.

Beyond the school context, Gul et al. (2012) explored the relationship between leadership styles, organizational commitment, and turnover intentions, with organizational commitment serving as a mediating variable. Using a non-probability convenience sampling method, data were collected from 121 employees in Pakistan's insurance sector

and analyzed using SPSS (Version 20). The results indicated a negative but statistically insignificant relationship between both transactional and transformational leadership styles and turnover intentions. However, organizational commitment was found to mediate the relationship between leadership styles and turnover intentions, suggesting that leadership indirectly influences employee retention through commitment.

Similarly, Ajayi and Olatunji (2017) examined factors influencing turnover intentions among public secondary school teachers in Ogun State, Nigeria. Guided by four theoretical frameworks—personal health, work–family balance, job satisfaction, and turnover intention—the study analyzed quantitative data from 925 teachers using regression analysis and t-tests. The findings revealed that job dissatisfaction, health-related issues, and work–family conflict were major predictors of voluntary teacher turnover. These results emphasize the need for supportive leadership practices and improved working conditions to enhance teacher retention and service delivery.

**School Organizational Culture and Teachers' Service Delivery**

School culture refers to the collective values, beliefs, norms, attitudes, relationships, and formal practices that shape behavior and interactions within a school. It influences virtually all aspects of school functioning, including teaching, learning, and staff relations. School culture is largely shaped and sustained by the leadership style of the principal, who plays a central role in setting expectations and modeling desired behaviors. As Thompson cited in Thompson et al. (2022) observes, every organization possesses a unique cultural identity that distinguishes it from others. Similarly, Peterson and Deal (2011) emphasize that school culture directs daily practices, informs priorities, and provides meaning to actions within educational settings. Empirical studies demonstrate that school culture is a significant predictor of teachers' service delivery and performance. Ayang et al. (2024) examined the relationship among school leadership, school culture, and teachers' service delivery in public secondary schools in Calabar South. The study adopted a survey research design and involved a population of 192 teachers from eight public secondary schools, using census and purposive sampling techniques. Data were collected using a researcher-developed instrument titled *School-Based Variables and Teachers' Service Delivery Questionnaire (SBVTSDQ)*, which was validated by experts and yielded reliability coefficients ranging from 0.77 to 0.79. Pearson Product Moment Correlation was used for data analysis. The findings revealed a statistically significant positive relationship between school leadership, school culture, and teachers' service delivery. The study concluded that school-based variables play a crucial role in enhancing teachers' performance in secondary schools.

Supporting this view, Acharya (2015) describes school culture as a reflection of shared behaviors and collective practices within the school community. A positive school culture fosters collaboration, mutual respect, and a sense of belonging, which in turn enhances teachers' motivation and commitment. Uko et al. (2015) also found that a respectful and cooperative school environment improves teachers' morale, performance, and openness to innovative instructional practices in public secondary schools. Similarly, Masoumeh and Muhammad Faizal (2015) reported that a positive school culture significantly

strengthens teachers' commitment to their professional responsibilities. Furthermore, Thompson et al. (2022) investigated the relationship between school organizational culture and teachers' task performance in public secondary schools in Anambra State. Using a correlational survey design, the study involved a population of 6,396 teachers from 261 government-owned secondary schools, with a sample of 1,280 teachers selected through stratified proportionate and simple random sampling. Data were collected using the *School Organizational Culture Questionnaire (SOCQ)* and the *Teachers' Task Performance Questionnaire (TTPQ)*, both of which were validated and demonstrated acceptable reliability indices. Data analysis using Pearson's Product Moment Correlation revealed that teachers generally perceived their school culture and task performance positively, with a low but significant positive relationship between the two variables.

Similarly, Emengini et al. (2020) examined the relationship between organizational culture, teachers' job performance, and work attitudes in public secondary schools in Anambra State. The study adopted a correlational survey design and sampled 1,279 teachers from a population of 6,396 using proportionate stratified random sampling. Data were collected using three validated instruments with high reliability coefficients. Descriptive statistics and Pearson's correlation were used for analysis. The findings indicated that teachers perceived their school culture as positive, rated their job performance as good, and demonstrated favorable attitudes toward work, with significant relationships existing among the variables. In a related study, Uzoechina and Nwankwo (2017) explored the relationship between principals' staff relations practices and teachers' job performance in public secondary schools across six education zones in Anambra State. Using a correlational research design, the study sampled 634 teachers from a population of 6,342 through proportionate random sampling. Data collected using a validated questionnaire were analyzed using Pearson's Product Moment Correlation. The results revealed a moderate positive relationship between principals' staff relations practices and teachers' job performance, further highlighting the role of a supportive organizational culture in enhancing teachers' effectiveness.

Overall, the reviewed literature demonstrates that school organizational leadership and school organizational culture are a critical school-based variable that significantly influences teachers' service delivery, job performance, and commitment. Positive and supportive school cultures and effective leadership, promote collaboration, motivation, and professional engagement among teachers, thereby enhancing overall school effectiveness.

**Statement of the problem**

Teachers constitute the foundation of the educational system and play a pivotal role in fostering students' cognitive, affective, and psychomotor development. Despite this central role, there are growing concerns about the effectiveness of many secondary school teachers in the Ogoja Education Zone of Cross River State. Observations indicate persistent challenges in teachers' service delivery, including poor work attitudes, ineffective classroom instruction, inadequate record-keeping, irregular class attendance, and other unethical practices. These shortcomings have generated widespread concern among parents, guardians, government authorities, and other key

stakeholders in the education sector. Although several remedial measures have been proposed by researchers and implemented by the state government, the problem of teachers' underperformance remains unresolved. Notable interventions in recent years across the Ogoja Education Zone include prompt payment of teachers' salaries, recruitment of additional teaching staff to reduce workload, intensified supervision, and the provision of retraining and professional development opportunities. However, despite these efforts, many secondary school teachers continue to demonstrate low levels of instructional effectiveness. This persistent underperformance has negatively affected students' academic outcomes, as evidenced by poor performance in both internal and external examinations. More concerning is the increasing number of students who complete secondary education without acquiring essential functional skills in reading, writing, and effective communication.

Against this background, it is argued that the effective management of school-based variables may play a critical role in improving teachers' service delivery and enhancing students' academic achievement. Consequently, this study seeks to examine the relationship between school-based variables and teachers' service delivery in public secondary schools in the Ogoja Education Zone of Cross River State. The central research question guiding the study is: What relationship exists between school-based variables and teachers' service delivery in secondary schools in the Ogoja Education Zone of Cross River State? The need to provide empirical evidence in response to this question forms the basis for undertaking this study.

**Purpose of the Study**

This study assessed the relationship between school-based variables and teachers' service delivery in secondary schools in Ogoja Education Zone of Cross River State, Nigeria. Specifically, the study sought to find out the relationship between:

1. School organizational leadership and teachers' service delivery.
2. School organizational culture and teachers' service delivery.

**Research hypotheses**

The following hypotheses guided study:

1. There is no significant relationship between school organizational leadership and teachers' service delivery.
2. School organizational culture does not relate significantly to teachers' service delivery.

**Research Method**

This study adopted a correlational research design. This design was considered because the study assessed the relationship between school-based variables and teachers' service delivery in secondary schools in Ogoja Education Zone of Cross River State, covering five local government areas: Obanliku, Bekwarra, Obudu, Ogoja, and Yala respectively. The population included 1,074 teachers across 90 public secondary schools (Planning Research and Statistics Department: Secondary Education Board, Calabar 2025). Using purposive, a final sample of 330 teachers were chosen for the study. Data was collected using the "School-Based Variables and Teachers' Service Delivery Questionnaire (SBVTSDQ)." The questionnaire's validity was confirmed by experts in measurement and evaluation unit from the University of Calabar, and its reliability, established through a trial test,

yielded a Cronbach alpha coefficient of .81 and .83. Data collection involved distributing questionnaires with the help of ten trained and properly motivated assistants, resulting in a 100% return rate. Data analysis was conducted using Pearson Product Moment Correlation with SPSS version 26.

**Results and discussion**

**Hypothesis one:** There is no significant relationship between school organizational leadership and teachers' service delivery in secondary schools in Ogoja Education Zone, Cross River State. The two variables in this hypothesis are school organizational leadership and teachers' service delivery. Pearson Product Moment Correlation was used to test the hypothesis and the result of the analysis is presented in Table 1. Table 1 showed the correlation coefficients between school organizational leadership and teachers' service delivery. The correlation coefficient was statistically significant for teachers' service delivery ($r = .59$, $p<.05$). Since p (.000) is less than p(.05), hypothesis one is rejected in terms of teachers' service delivery. The result of the analysis implied that there is a statistically significant relationship between school leadership and teachers' service delivery in secondary schools in Ogoja Education Zone of Cross River State.

Table 1: Summary of correlation between school organizational leadership and teachers' service delivery in secondary schools in Ogoja Education Zone of Cross River State. (N=330)

| Variables | $\bar{X}$ | S.D | r | Sig. |
|---|---|---|---|---|
| School organizational leadership | 18.42 | 4.19 | | |
| Teachers service delivery | 18.67 | 3.89 | .59* | .000 |

*Significant at p<.05 df=328

**Hypothesis two:** School organizational culture does not relate significantly to teachers' service delivery in secondary schools in Ogoja Education Zone, Cross River State. The two variables in this hypothesis are school organizational culture and teachers' service delivery. Pearson Product Moment Correlation was used to test the hypothesis and the result of the analysis is presented in Table 2. Table 2 showed the correlation coefficients between school organizational culture and teachers' service delivery. The correlation coefficient was statistically significant for teachers' service delivery ($r = .75$, $p<.05$). Since p (.000) is less than p (.05), hypothesis two is rejected in terms of teachers' service delivery. The result of the analysis implied that there is a statistically significant relationship between school organizational culture and teachers' service delivery in secondary schools in Ogoja Education Zone of Cross River State.

Table 2: Summary of correlation between school organizational culture and teachers' service delivery in secondary schools in Ogoja Education Zone of Cross River State. (N=330)

| Variables | $\bar{X}$ | S.D | r | Sig. |
|---|---|---|---|---|
| School organizational culture | 17.68 | 4.41 | | |
| Teachers service delivery | 18.67 | 3.89 | .75* | .000 |

*Significant at p<.05 df=328

**Discussion of Findings**

The results for hypothesis one revealed a statistically significant positive relationship between school organizational leadership and teachers' service delivery in secondary schools within the Ogoja Education Zone of Cross River State. This indicates that effective school leadership is instrumental in enhancing teachers' performance. Strong leadership provides essential support, motivation, supervision, and opportunities for professional development, which collectively empower teachers to deliver high-quality educational services. Leaders who promote collaboration, set clear goals, and maintain a conducive teaching and learning environment are more likely to positively influence teachers, thereby improving overall service delivery.

This finding aligns with the study by Eze and Eze (2019), who reported that transformational leadership significantly improved teachers' job satisfaction and instructional effectiveness in Nigerian secondary schools. Similarly, Madukwe et al. (2024) found that participatory leadership behaviour significantly predicted goal attainment in public secondary schools in Abia State, highlighting the benefits of inclusive leadership practices. Eğriboyun (2019) also reported a significant positive relationship between transactional leadership and teachers' job motivation ($r = .383$, $p < 0.01$), emphasizing the role of leadership behaviors in enhancing teacher motivation. Moreover, the findings correspond with those of Gul et al. (2012), who examined leadership styles, organizational commitment, and turnover intentions, noting that while transactional and transformational leadership styles were negatively related to turnover intentions, the relationship was not statistically significant. Collectively, these studies underscore the importance of effective school leadership in fostering teacher engagement, motivation, and service delivery.

The results for hypothesis two indicated a positive and statistically significant relationship between school organizational culture and teachers' service delivery in secondary schools within the Ogoja Education Zone of Cross River State. This outcome reflects the critical role of a positive school culture—characterized by shared values, mutual respect, open communication, collaboration, and a supportive environment—in fostering teacher motivation, job satisfaction, and professional commitment. When staff experience trust, inclusiveness, and a sense of belonging, they are more likely to engage actively, demonstrate innovation, and deliver their instructional and non-instructional responsibilities effectively. Thus, the quality of school culture significantly influences the effectiveness of teachers' service delivery.

This finding corroborates the study by Ayang et al. (2024), which reported a statistically significant positive relationship among school leadership, school culture, and teachers' service delivery in public secondary schools in Calabar South, emphasizing the importance of school-based variables in enhancing teacher performance. Similarly, Acharya (2015) highlighted that school culture reflects the collective practices and behaviors within a school system, shaping staff attitudes and engagement. Masoumeh and Muhammad Faizal (2015) also found that a positive school culture significantly enhances teachers' commitment to their teaching responsibilities. Additionally, Thompson, Unachukwu, and Obiekwe (2022) observed a favorable perception of both organizational culture and

task performance among teachers in Anambra State, with a low but positive correlation between the two variables. Likewise, Uzoechina and Nwankwo (2017) reported a moderate positive relationship between principals' staff relations practices and teachers' job performance, further underscoring the influence of a supportive school culture on effective teaching.

## Conclusion

This study examined the relationship between school-based variables and teachers' service delivery in secondary schools within the Ogoja Education Zone of Cross River State, Nigeria. Specifically, it investigated the influence of school organizational leadership and school organizational culture on teachers' performance. The results of the analysis revealed a statistically significant relationship between both school organizational leadership and school organizational culture and teachers' service delivery. Based on these findings, it can be concluded that school-based variables play a significant role in enhancing teachers' effectiveness in secondary schools in the Ogoja Education Zone of Cross River State.

## Recommendations

Based on the findings of the study, the following recommendations are made:

1. Educational authorities should prioritize the development of effective school leadership in secondary schools. Principals and administrators should be trained in transformational, participatory, and inclusive leadership approaches to foster a supportive, motivating, and collaborative environment that enhances teachers' service delivery.
2. Schools should cultivate a positive organizational culture characterized by shared values, mutual respect, open communication, and collaboration among staff.
3. The government and school management should provide ongoing professional development opportunities for teachers, including workshops, seminars, and mentorship programs. Equipping teachers with updated pedagogical skills, classroom management strategies, and instructional resources will improve their service delivery in the school.

## Contribution to Knowledge:

This study contributes to knowledge by providing empirical evidence on the significant relationship between school-based variables—specifically school organizational leadership and school organizational culture—and teachers' service delivery in secondary schools within the Ogoja Education Zone of Cross River State. It highlights the critical role of effective leadership and a positive organizational culture in enhancing teacher motivation, commitment, and instructional effectiveness. By focusing on a specific regional context, the study offers localized insights into factors that influence teacher performance, thereby informing policymakers, school administrators, and educational stakeholders on strategies to improve service delivery. Furthermore, the research underscores the importance of integrating leadership and cultural practices as complementary approaches to fostering high-quality teaching and learning in secondary schools.

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## APPENDIX 1

SCHOOL-BASED VARIABLES AND TEACHERS' SERVICE DELIVERY QUESTIONNAIRE (SBVTSDQ)

Department of Educational Management,
Faculty of Educational Foundation Studies,
University of Calabar,
Calabar.

Dear Respondent,

**REQUEST FOR COMPLETION OF QUESTIONNAIRE**

I am an undergraduate student of the above-named department. I am conducting research on School-Based Variables and Teachers' Service Delivery in Secondary Schools in Akamkpa Local Government Area of Cross River State, Nigeria. You can be of assistance to me by supplying answers to the items in this questionnaire.

I assure you that your responses will be treated in confidentiality.

Thank you.

*The Researcher*

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## APPENDIX 2

SCHOOL-BASED VARIABLES AND TEACHERS' SERVICE DELIVERY QUESTIONNAIRE (SBVTSDQ)

SECTION A: RESPONDENTS DEMOGRAPHIC DATA

Dear respondent, carefully read and please tick (√ ) in the bracket against the option that appeals/applies to you.

Gender: Male [ ]; Female [ ].

Age: 15-20 years [ ]; 21-25 years [ ]; 26-30 years [ ]; 3 years and above [ ].

Marital status: Single [ ]; Married [ ]; Separated [ ]; Divorced [ ].

Educational qualification: NCE [ ]; Degree [ ]; Masters [ ]; Others [ ].

## SECTION B

**Directions:** The following statements are related to School-Based Variables and the perception of teachers towards them. Please set aside some uninterrupted minutes to provide thoughtful responses. When answering, tick (√) to indicate the extent to which you agree or disagree with the following School-Based Variables in the manner described. Do not identify yourself on this instrument. Use the following key as guide: SA =Strongly Agree, A=Agree, D=Disagree, SD = Strongly Disagree

| S/NO | ITEMS | SA | A | D | SD |
|---|---|---|---|---|---|
| | **School leadership** | | | | |
| 1. | I receive clear guidance from my school leader on my responsibilities. | | | | |
| 2. | I feel excluded from important decisions made by my school leader. | | | | |
| 3. | I am encouraged by my school leader to perform at my best. | | | | |
| 4. | I rarely get constructive feedback from my school leader. | | | | |
| 5. | I am supported by my school leader when dealing with difficult situations. | | | | |
| 6 | I find it hard to communicate openly with my school leader. | | | | |
| | **School culture** | | | | |
| 7. | I feel a strong sense of belonging in my school. | | | | |
| 8. | I often feel isolated from my colleagues at school. | | | | |
| 9. | I am encouraged to collaborate with others. | | | | |
| 10. | I find it difficult to express my opinions freely in my school. | | | | |
| 11. | I experience mutual respect among staff members in my school. | | | | |
| 12. | I notice a lack of teamwork among staff in my school. | | | | |

## SECTION C:
## TEACHERS' SERVICE DELIVERY QUESTIONNAIRE (TSDQ)

Directions: Please indicate the extent of your agreement with the following statement by ticking (√) on the scale that most nearly reflects the extent to which you agree or disagree with the items using this key. SA - Strongly Agree, A - Agree, D- Disagree, SD Strongly Disagree.

| S/N | ITEMS | SA | A | D | SD |
|---|---|---|---|---|---|
| | **Teachers' service delivery** | | | | |
| 13. | I regularly reflect on my teaching methods to identify areas for improvement. | | | | |
| 14. | I rarely seek feedback from students on my teaching effectiveness. | | | | |
| 15. | I adapt my teaching strategies to address the diverse learning needs of my students. | | | | |
| 16. | I have no access to professional development opportunities to improve my teaching skills. | | | | |
| 17. | I collaborate with other teachers to improve my performance. | | | | |
| 18. | I rarely reflect on my teaching methods to see areas of improvement | | | | |

Source: Field Data, (2024).