

TEACHING-LEARNING ATMOSPHERE, PROFESSIONAL DEVELOPMENT AND TEACHER SERVICE DELIVERY IN PUBLIC SECONDARY SCHOOLS IN OWERRI EDUCATION ZONE OF IMO STATE, NIGERIA

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Abstract

The study examined teaching-learning atmosphere and professional development as predictors of teacher service delivery in public secondary schools in the Owerri Education Zone of Imo State, Nigeria. The study raised three research questions and two hypotheses. The study reviewed relevant and related literature conceptually, theoretically, and empirically. The study adopted a descriptive survey research design, and the population of the study was 3631 teachers in 124 public secondary schools in the Owerri Education Zone of Imo State, Nigeria. A proportionate stratified sampling technique was used to select 527 and 190 teachers from Owerri I and II respectively. Therefore, the sample size used for the study was 717 participants. The research instrument used to collect data for the study was a self-developed questionnaire. The mean and standard deviation were used to answer the research questions, while the Pearson Product Moment Correlation statistical tool was used to test the statement of research hypotheses at a 0.05 level of significance. The study findings showed that teacher service delivery depends on teaching-learning atmosphere and professional development. The study recommends that the government, through its agencies, should monitor and ensure that the teaching-learning atmosphere in public secondary schools complies with the Federal Ministry of Education's blueprint on teaching and learning assessment framework.

Keywords: teaching-learning, professional development, teacher service delivery, secondary education

Background to the Study

Secondary education is important in nation building and development. In Nigeria, it bridges the gap between basic and tertiary education. It is a level of education that broadens the technical and vocational knowledge of learners for self-reliance, as well as prepares them for higher education, work and living. These objectives of secondary education can be achieved through the impressive service delivery of teachers. Teachers are professionals with

the main aim of transforming and developing individuals' skills, minds, abilities, character, and capabilities through teaching. Teachers are essential to the manufacturing of education. An educational institution cannot be built or sustained without academic achievers. Academic achievers are the lifeblood of any educational institution, and without them, people are not able to develop their intellect. Teachers have been proven to play a significant role in students' academic achievement, and their involvement in educational achievement



goes beyond classroom lessons; they are directly responsible for translating policies and principles into action during contact ways, including the ability to help students learn. It is not surprising, then, that the qualities that make an effective teacher have been conceptualized as those that help students accomplish their objectives in the course of their duties as teachers.

According to Toropova, Johansson, and Myrberg (2019), teachers may function as a driving force in the process for making learning and instruction activities more effective and efficient. According to Osatimehin (as cited in Osatimehin, Omodara, & Afe, 2022), the teacher possesses an enormous amount of knowledge or abilities to impart to the students that would include cognitive, affective, and psychomotor domains, hence the teachers act as the modulator of the school and learning. Teachers may exert a considerable impact on how students learn and create an interest in their various courses (Abdur-Rafiu & Jogunomi (as cited in Osatimehin, Omodara, & Afe, 2022). Teachers perform various roles and functions, such as: teaching, marking of tests and examinations, developing mark sheets, supporting students morally and emotionally, classroom discipline, and checking of students' exercise books. Recent observation has shown that public secondary school teachers in Imo state seem to display unprofessional service delivery such as: absenteeism, not meeting deadlines, unholy relationships with students, truancy, and lateness to class and work. All these unacceptable service deliveries may be as a result of

with students. Teachers and students are interconnected in many

unsatisfactory evaluation mechanisms of the teaching-learning processes and professional development of teachers.

Teaching-learning atmosphere seems to be fundamental to teacher service delivery. Teachers that do not know how to use effective learning and teaching strategies frequently learn and teach passively, leading to academic failure (Hayatu, Mohammed & Badau (2017). Modebelu and Nwagpadolu (as cited in Obiakor & Malu 2020) view teaching-learning as the process of instilling the necessary values, attitudes, knowledge and skills to enable individuals to benefit from society. The teaching-learning atmosphere is a necessary action that determines the process of developing knowledge, skills, mind, character, and inculcating the right values into individuals for consumption and societal benefits. The concept of the classroom teaching-learning atmosphere is multidimensional, embracing physical, social, emotional, and psychological components. Researchers (Boyitie 2021; Mancenido (2022) concur that an effective teaching-learning atmosphere includes a well-designed physical space, excellent teacher-student relationships, collaborative peer interactions, emotional intelligence, and inclusive teaching strategies.

The holistic evaluation mechanism checks effective time-management of teaching and learning in the school system, creation of a positive learning environment, knowledge of the curriculum, lesson planning procedures, preparation and



presentation, learner assessment, and learners' competencies. These days, teaching-learning in public secondary schools in Imo state seems to be characterised by teachers' use of obsolete teaching methodologies and stereotyped strategies for distributing learners' progress feedback. These uncondusive teaching-learning atmospheres may have been the circumstances that led to unimpressive teacher service delivery. Kaniz (as cited in Dike 2019) justified that inappropriate lesson planning, preparation, and assessment techniques may hamper teachers' service delivery, which may tend towards students' academic performance.

Equally, professional development seems to be imperative to the service delivery of public secondary school teachers. Professional growth, also known as in-service training, is designed to keep teachers' experience and skills up to date. Soe (2018) views professional development as a process designed to enhance the knowledge, skills, and attitudes of teachers in order to improve their instructional practice delivery. Also, teachers' professional development constitutes an ongoing learning initiative designed to enhance educators' dynamism, efficacy, competencies (comprising skills, knowledge, and attitude), and motivation in a systematic and organized manner with the goal of elevating their performance (Awodiyi, Ogundinkpa, & Agharanya, 2020). Similarly, Nwokeocha (as cited in Nwokeocha, 2017) posits that professional development is the process of training teachers to be fit and proper for their roles as information facilitators in the school system. Nwokeocha further buttresses that professional development entails on-the-

job training (quality circles, workshops, seminars, conferences, symposiums, and holiday programmes) and studies away from work in the form of training leading to higher academic qualifications. Teachers must get continuing and appropriate training in order to integrate evidence-based approaches into their classroom instruction, increase the quality of learning provided to students, and enhance academic results (Didion, Toste, & Filderman, 2020).

Professional development is the formal and informal activities or programmes designed for teachers in order to meet the demanding challenges of their jobs. Well-designed professional development programmes help teachers to continually upgrade their content knowledge, practices and skills needed for teaching and learning. Recent observations show that some of the teachers recently recruited into public secondary schools in Imo state-Nigeria, seem to be unprofessionally prepared for the demanding challenges of the teaching job. Ngala and Odebero (as cited in Akpan & Ita, 2015) attest that the poor performance of teachers may be due to ineffective management of innovative staff professional development programmes. According to a recent observation of the state of teacher professional development in Imo State's public secondary schools, teachers have traditionally received new information about particular facets of their profession primarily through quick activities like workshops and seminars. However, Emoruwa and Olakolu (2022) contend that this traditional method of supporting teachers' professional development not only fails to improve teaching and learning



results but also usually fails to have any meaningful impact on teachers' attitudes and behaviours. Traditionally, the accepted approach has focused on quick treatments that provide a transient infusion of fresh knowledge. Even though these one-time activities provide teachers with a quick knowledge boost, they frequently lack the depth and continuity needed for long-term professional development. The narrow focus of these kinds of activities is usually not enough to meet the complex needs of contemporary education. On the other hand, it is imperative that professional development for teachers adopt a more thorough and organised approach. Extended programmes that include a variety of activities in addition to workshops and seminars are essential for fostering a comprehensive development of instructors' abilities. This more comprehensive viewpoint recognises that professional development should actively involve fostering a positive change in educators' attitudes and practices and goes beyond the simple dissemination of knowledge.

It is against this background that the study examined teaching-learning atmosphere and professional development as predictors of teacher service delivery in public secondary schools in the Owerri Education Zone of Imo State, Nigeria.

Statement of the Problem

The study problem was perceived poor teachers' service delivery in public secondary schools in the Owerri Education Zone of Imo State, Nigeria. These days, the service rendering of public secondary school teachers in Imo state seems to be

characterised by lateness to work, incessant absence from lecture classes, poor instructional delivery, and work truancy. Many reasons may be attributed to the unprofessional service delivery of teachers, but this study examined teaching-learning atmosphere and professional development in relation to service delivery.

It appears that in public secondary schools in Imo state, there seems to be an uncondusive teaching-learning atmosphere, such as: ineffective time management, poor diversity management of learners, unsuitable disciplinary practices, and non-attainment of learning outcomes. There seems to also be poor lesson planning, preparation and presentation by the teachers. The learning space in the school appears to be unclean, unsuitable and unstimulating. It also appears that public secondary school teachers do not regularly attend professional development programmes. These teachers are also not motivated and guided to attend in-service training.

Despite the objective corpus of research on teaching-learning and professional development, to the researchers' best knowledge, none has been able to empirically link the two variables simultaneously to changes in teacher service delivery. It is on this note that the study examined teaching-learning atmosphere and professional development in relation to teacher service delivery in public secondary schools in the Owerri Education Zone of Imo State, Nigeria.

Purpose of the Study

The study aimed to examine teaching-learning atmosphere and professional development as predictor to teacher service delivery in public secondary schools in Owerri Education Zone of Imo State, Nigeria. Specifically, it seeks to:

- i. Examine the service delivery of teachers in public secondary schools in Owerri Education Zone of Imo State, Nigeria.
- ii. Examine the atmosphere of teaching-learning process in public secondary schools.
- iii. Determine the professional development participation of public secondary school teachers.

Research Questions

The study raised and answered the following research questions:

3. How effective are public secondary school teachers in service delivery?
4. What is the atmosphere of teaching-learning process in public secondary schools?
5. What is the professional development participation of public secondary school teachers?

Research Hypotheses

The following null hypothesis were formulated for the study:

1. There is no significant relationship between teaching-learning atmosphere and teacher service delivery.
2. There is no significant relationship between professional development and teacher service delivery.

Literature Review

The literature was reviewed conceptually, theoretically and empirically:

Concept of Teacher Service Delivery

Teachers are major stakeholders and determinants of success in the education system. Teachers play crucial roles in organising and coordinating students' knowledge, minds, abilities, and character. It is these teachers, most of the time, that are held responsible for the success or failure of any educational institution. Teachers are the precious assets of any education system. The quality of the education system can also be determined by the service delivery of teachers.

Teacher service delivery is one of the important building blocks in the education system. Service delivery of teachers can be defined as a systematic process in which teachers carry out tasks (such as: instructional delivery, classroom interactions, discipline, and students' assessment) in the right way for a specific period of time. Therefore, teacher service delivery is the effective and efficient manner in which teachers discharge duties and responsibilities. Ekpoh (2018) opined that teachers' service delivery in the school system is designed to educate learners in accomplishing specific goals, which include teaching duties, disciplinary management, maintaining records, preparation of lesson plans and lesson notes, examination administration, classroom organization, and other duties assigned to them.



Teaching-Learning Atmosphere and Teacher Service Delivery

Teachers that do not know how to use effective learning and teaching strategies frequently learn and teach passively, leading to academic failure (Hayatu, Mohammed & Badau (2017). Teaching-learning processes are necessary actions that determine the process of developing knowledge, skills, mind, character, and inculcating the right values into individuals for consumption and societal benefits. Mojumder (as cited in Dike 2019) opines that the atmosphere of teaching-learning activities often determines students' achievement. The School Self-evaluation (SS-e) and External Evaluation (EE) examine how well the school system manages time for learning and teaching, how to promote a positive learning atmosphere, pedagogical content knowledge, lesson planning techniques, preparation and delivery, learner evaluation, learners' proficiencies, and staff involvement in professional development.

Anakwe (2021) examined the extent of teachers' preparation and appropriate learning environment for effective teaching of requisite skills to 21st century learners. A descriptive survey was adopted. The study was carried out in two education zones in Anambra State, Nigeria. Four research questions and four hypotheses guided the study. Geographical location was taken into consideration for the purposive selection of 10 schools while simple random sampling based on balloting was used for the selection of 2 education zones. Teacher's ranks were also considered to select 564 while

individual consents were used to select 770 learners. The instruments for data collection were 30-item questionnaire for teachers and 10-item for learners. The instruments were validated, and reliability coefficients were computed to be 0.84 for teachers and 0.80 for students. Data were analyzed using means, standard deviation and rank order for research questions and t-test for hypotheses at 0.05 level of significance. Results showed that teachers' preparation was at a low level and the learning environment was not suitable for 21st century learners.

Kaniz (as cited in Dike, 2019) conducted an empirical study on the present barriers in the teaching-learning process of mathematics in grades IX-X. The study questions aim to uncover major concerns in the teaching-learning process of mathematics and to propose viable alternatives. A mixed design technique (triangulation) was utilized to gather data from instructors and learners participating in the teaching-learning of mathematics. The problems were discovered to be multifaceted, and remedies will require a joint effort from all stakeholders. The topics covered include instructional, social, environmental, administrative, and policy challenges, as well as student and teacher behaviours, teacher expertise, and the whole teaching-learning process.

Professional Development and Teacher Service Delivery

Teachers encounter a range of changes as a crucial component of education, needing the acquisition of current information and skills in order to improve their teaching ability (Kabadayi, 2016). Professional



development is a continual process that includes training, practice, and feedback, as well as enough time and follow-up support, as defined by the Organisation for Economic Co-operation and Development (OECD, as cited in Osiesi, 2020). It integrates active learning, utilises adult learning theory, is content focused, incorporate models and modeling of effective practice, facilitates collaboration, usually in job-embedded settings, provides opportunities for feedback and reflection, provides coaching and expert support, and lasts for a long time (Darling-Hammond, Hyler & Gardner, 2017).

Adeogun (as cited in Akpan & Ita, 2015) opines that teacher development programmes are linked to various improvements in teachers' behaviour, character, skills, attitudes, knowledge, and perception, as well as the overall performance of their duties. Professional development enables educators to seek out new roles and responsibilities, develop new instructional strategies, fine-tune their practice, and broaden their horizons as educators and individuals (Iyunade, 2017). According to Oladunjoye (as cited in Akpan & Ita, 2015), teachers' professional development is critical for the development, quality, and standard of education, as it increases students' potential to achieve in both internal and external tests and makes a significant contribution to the teaching profession. According to Okafor (as stated in Iyunade, 2017), knowledge of the purpose and application of teaching, understanding of the subject area or subject matter, and skills to be implanted are all consequences of teachers' professional growth, which are typically

characterized in terms of teachers' competency.

Amadi, Bariere and Ordu (2022) examined capacity building of teachers for quality service delivery in public secondary school in Rivers State. Three (3) research questions and 3 hypotheses were answered and tested in the study. The design of the study was descriptive, the population comprises of two hundred seventy-eighty (278) principals and five hundred and fifty-six (556) vice principals in public secondary schools in Rivers State. A purposive sampling technique was adopted in selecting a sample of one hundred and thirty-four (134) principals and vice principals in public secondary schools in Rivers State, Nigeria. The instrument of the study was validated and the researcher designed 15-item questionnaire titled "Capacity Building of Teachers in Public Secondary School Questionnaire (CBTPSSQ)" with a reliability index of 0.95, obtained using Cronbach Alpha model. Mean and standard deviation were used in answering the research questions while z-test was used in testing the hypotheses at 0.05 level of significance. The study revealed that there is a significant difference in the mean scores of male and female principals on the ways seminars and workshop affects capacity building of teachers for quality service delivery in public secondary schools in Rivers State. Also, there is no significant difference between the mean scores of male and female principals on the ways conference affects capacity building of teachers for quality service delivery in public secondary schools in Rivers State. Based on the finding of the study, it is concluded that training of human



personnel will help in achieving better result, thereby reducing more labour force not needed in a system. Importance must be placed on welfare of teachers, as they are instruments for propagating educational reforms.

Bua, Dike, Nwajiaku, and Okpala (2015) examine the influence of teachers' professional development programmes, namely: teaching methods, use of ICT facilities, and classroom management on the quality of instruction in Education District II of Lagos State. Three research hypotheses, tested at 0.05 level of significance, were raised to guide the study. The study adopted a descriptive survey research design. A total of 408 people were selected using random sampling techniques, and 400 copies of the questionnaire were filled out properly and returned to the researchers. This represents a 98.8% return rate, which was high enough for the study. The data collection instrument was a self-designed questionnaire, and the data analysis tool employed was the Chi-Square to assess all of the research hypotheses. The study discovered that teaching methods ($X^2_{Cal}=21.89$; $P 0.05$), the usage of ICT facilities ($X^2_{Cal}=16.67$; $P 0.05$), and classroom management ($X^2_{Cal}=23.78$; $P 0.05$) all have an effect on the quality of education.

Theoretical Framework: Improvement-Focused Theory

The researchers adopted the improvement-focused theory as one of the theories for the study. Improvement-focused theory was developed by Eliyahu M. Goldhratt in 1984. This theory emphasises the assembly of programmes and policies in

an organisation with the aim of improving the performance of the system, with respect to eliminating one after the other identified constraints. This means that improvement-focused theory is a process of identifying the strengths and weaknesses of school activities, programmes, and policies, then transforming the whole system towards the attainment of school goals and objectives with minimal cost.

This theory underpinned the study as it opines that teaching-learning atmosphere and professional development can be used to identify constraints and discrepancies in the programmes, activities, and policies in public secondary schools in Imo State. This theory also helps to explain why identified discrepancies occur one after the other in the school system. The theory also helps in planning and recommends possible alternatives that will help to modify the whole teaching-learning atmosphere and professional development systems towards school improvement and performance.

Research Methodology

The study used a descriptive survey research approach and included 3631 teachers from 124 public secondary schools in Imo State, Nigeria. 527 and 190 instructors from Owerri I and II, respectively, were selected using a proportionate stratified sampling technique. Therefore, the sample size used for the study was 717 participants. The research instrument used for the study was two sets of questionnaires titled: Teaching-Learning and Professional Development Questionnaire (TLPDQ); and Teacher Service Delivery Questionnaire (TSDQ).



The questionnaire comprised 22-structured items, whereby the Teacher Service Delivery Questionnaire (TSDQ) comprised 10 self-structured items, while the Teaching-Learning and Professional Development Questionnaire (TLPDQ) comprised 12 items adapted and structured to the contextual nature of Nigeria. The questionnaire items were adapted from the South-African National Policy on Whole-School Evaluation. Research experts examined the face and content validity of the instrument. The Teaching-Learning and Professional Development Questionnaire (TLPDQ) were structured on a 5-point Likert type: Outstanding (IAO), Good (IAG), Acceptable (IAA), Needs Improvement (NI) and Needs Urgent Support (NUS). The Teacher Service Delivery Questionnaire (TSDQ) was structured on a 4-point Likert type: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

The test-retest reliability technique was used, and Cronbach's Alpha technique was used to check for the consistency of the research instrument and it was found to be 0.74. Therefore, it implies that the study's

research tool was quite trustworthy and realiable. With the aid of four research assistants, the researchers administered 717 copies of the questionnaire and a total of 700 copies were filled out properly and returned to the researchers. This represents a 97.63% return rate, which was high enough for the study. The mean and standard deviation were utilized to address the research questions, whereas the Pearson Product Moment Correlation statistical technique was employed to assess the research hypotheses at a significance level of 0.05.

Result Presentation and Analysis

The result presentation and analysis were done in the following way: answering the research questions, as well as testing the hypotheses.

Answering the Research Questions

The mean and standard deviation were used to answer the research questions.

Research Question One: How efficient are public secondary school teachers in their service delivery of teachers?

Table 1: Descriptive Statistics on items measuring Teacher Service Delivery

S/No	Items	M	SD
1	I always teach with relevant teaching aids	2.94	0.78
2	I always encourage students to ask questions at every lesson	3.07	0.82
3	I always teach with lesson note that is up-to-date	3.09	0.84
4	I do give examples drawn from students' experience during teaching and learning processes	2.99	0.75
5	I create a safe climate for all students to participate in discussion	3.03	0.72
6	I acknowledge previous learning/work experience of students	3.13	0.71
7	I recognize and value students' contributions during lesson	3.01	0.73
8	I take interest in co-curricular activities organized in the school	2.95	0.73
9	I have complete knowledge of the basis of individual differences	3.07	0.75
10	I have full authority on the subject I am teaching	3.09	0.79

4 point Likert scale, the average response per item is 2.50

Evidence from Table 1 shows that majority of the participants agreed that they always teach with relevant teaching aids ($M=2.94>2.50$) and also encouraged students to ask questions at every lesson ($M=3.07>2.50$), teach with lesson note that is up-to-date ($M=3.09>2.50$), give examples drawn from students' experience during teaching and learning processes ($M=2.99>2.50$) and create a safe climate for all students to participate in discussion ($M=3.03>2.50$). Also, most of the participants agreed that they acknowledge

previous learning/work experience of students ($M=3.13>2.50$) and recognize and value students' contributions during lesson ($M=3.01>2.50$), take interest in co-curricular activities organized in the school ($M=2.95>2.50$) and have complete knowledge of basis of individual differences ($M=3.07>2.50$). In addition, many of the participants agreed that they have full authority on the subject they are teaching ($M=3.09>2.50$).

Research Question Two: What is the atmosphere of teaching-learning process in

public secondary schools in public Zone of Imo State, Nigeria?

secondary schools in Owerri Education

Table 2: Descriptive Statistics on items measuring the atmosphere of Teaching-learning process

S/No	Statements	Mean	SD
1	The interactive manner in which lessons are presented	3.43	1.05
2	The strategies used to distribute learners' progress feedback	3.16	1.12
3	Teachers' mastery of subject content in my school	3.65	1.06
4	The different assessment techniques relevant to the learners' ability used by teachers in my school	3.57	0.96
5	Teachers' use of different teaching methodologies to teach their subjects	3.58	0.97
6	Teachers' ability to keep pace with their work schedule in my school	3.50	1.01
Average		3.48	1.03

Note: Mean Mid-point = 3.0

Table 2 shows the descriptive statistics of participants' responses on teaching-learning atmosphere. It is observed from table 11 shows participants' response to: the interactive manner in which lessons are presented ($M=3.43>3.00$); the strategies used to distribute learners' progress feedback ($M=3.16>3.00$); teachers' mastery of subject content in my school ($M=3.65>3.00$); different assessment techniques relevant to the learners' ability used by teachers in my school ($M=3.57>3.00$); teachers' use of different teaching methodologies to teach their

subjects ($M=3.58>3.00$); teachers' ability to keep pace with their work schedule in my school ($M=3.50>3.00$).

The study's findings concluded that there is positive presence of a conducive teaching-learning atmosphere in public secondary schools within the Owerri Education Zone of Imo State, Nigeria.

Research Question Three: What is the professional development participation of public secondary school teachers in Owerri Education Zone of Imo State, Nigeria?

Table 3: Descriptive statistics on items measuring teachers' professional development

S/No	Statements	Mean	SD
1	The linkage of school improvement plan to the professional needs of teachers	2.64	1.29
2	Monitoring of professional development of teachers by the school management	2.88	1.29
3	Teachers' willingness to participate in professional development	2.74	1.23
4	Mentoring practices for professional development exhibited by senior colleagues	2.79	1.25
5	Professional growth plan for teachers in my school	2.86	1.35
6	Teachers' participation in professional development	2.79	1.28
Average			

Note: Mean Mid-point =

3.0

Table 3 shows the descriptive statistics of participants' responses on professional development participation of public secondary school teachers. It is observed from table 3 shows participants' response to: the linkage of school improvement plan to the professional needs of teachers ($M=2.64<3.00$); monitoring of professional development of teachers by the school management ($M=2.88<3.00$); teachers' willingness to participate in professional development ($M=2.74<3.00$); mentoring practices for professional development exhibited by senior colleagues ($M=2.79<3.00$); professional growth plan for teachers in my school

($M=2.89<3.00$); teachers' participation in professional development ($M=2.79<3.00$).

The results highlight a troubling pattern of teachers in Imo State's public secondary schools not participating enough in professional development. This remark points to a critical issue that needs to be addressed in order to guarantee that educators have access to the resources and opportunities they need to continue developing as professionals.

Testing the Hypotheses

Research hypotheses formulated were tested using Pearson Product Moment Correlation.

Hypothesis One: H_{01} : There is no significant relation between teaching-learning atmosphere and teacher service delivery.

Table 4: Relationship between teaching-learning atmosphere and teacher service delivery

	N	Pearson Correlation	Sig. (2-tailed)	Remark
Teaching-Learning Atmosphere	700	0.557**	0.001	Significant
Teacher Service Delivery	700			

Table 4 showed that the calculated r of 0.557, $p=0.001$ is significant at 5% level.

This implies that there is a positive and significant relationship between teaching-learning atmosphere and teacher service

delivery. The null hypothesis raised was rejected.

Hypothesis Two: H_{02} : There is no significant relation between professional development and teacher service delivery.

Table 4: Relationship between professional development and teacher service delivery

	N	Pearson Correlation	Sig. (2-tailed)	Remark
Professional Development	700	0.223**	0.001	Significant
Teacher Service Delivery	700			



Table 5 showed that the r -calculated of 0.223 ($p=0.001<0.05$) is significant at 5% level of significance, showing the degree of relationship between professional development and teacher service delivery. This implies that there is a positive and significant relationship between professional development and teacher service delivery. The null hypothesis is rejected.

Discussion of Findings

After statistical analysis of the collected data, the following are the findings:

The findings from research question one showed that the service delivery of teachers in public secondary schools is good and acceptable. This means, public secondary school teachers in Imo State accomplished necessary classroom tasks (such as: instructional delivery, classroom discipline, and students' assessment, among others) rightly and at the right time with minimal waste. This result is in line with the findings of Akram (as cited in Dike & Oshionebo, 2017), which indicated that teachers who have classroom management actions (such as: instructional delivery, classroom discipline, students' assessment, time management, and student-teacher interactions, among others) will have an

organised and structured classroom where both the teacher and students will know what to do, and teaching and learning motives will be achieved. The study's findings corroborate previous research of Anyanwu and Abe (2023); Oyededeji (2023); Olumoyo, Adegun and Animasahun (2022) which revealed that instructional service delivery dimensions (such as: instructional duties, management of students' discipline, lesson preparation and other responsibilities) are major indicators used to determine the effectiveness of teachers. The study concluded that these services were rendered effectively by teachers in public secondary schools in Imo State.

Research hypotheses one shows that there was a significant relationship between teaching-learning atmosphere and teacher service delivery. This implies that the teaching-learning atmosphere was significantly related to teacher service delivery. The result analysis shows that the strategies used to distribute learners' progress feedback; the different assessment techniques relevant to learners' abilities used by teachers; and teachers' ability to keep pace with work schedules are appropriate, implemented and effective. The result analysis corroborates with the studies



of Nwokeocha (2017), which showed that the observation and abstraction of reliable data and information concerning teaching-learning atmosphere across subjects, classes, and programmes will make teachers gear up toward quality delivery of services by teachers. The study of Ihebereme (as cited in Dike 2019) also corroborates the results of the analysis of the response to the questionnaire, which shows that a positive teaching-learning environment is necessary for teachers to provide effective and efficient service.

Research hypotheses two shows that there was a significant relationship between professional development and teacher service delivery. This implies that teachers' service delivery depends on professional development. The findings of the study revealed that the majority of participants responded positively to several statements regarding the influence of various factors on the service delivery of public secondary school teachers in Imo state, Nigeria. Empirical support for this study's findings can be found in the fact that participation of teachers in symposiums, conferences, seminars, and workshops as part of a professional development program has indeed been proven to correlate strongly

with teacher productivity (Idakwoji, & Makolo, (2022). The study found that participants agreed that aligning the school improvement plan with the professional needs of teachers positively influences service delivery. This finding is supported by research indicating that when professional development initiatives are tailored to meet the specific needs and goals of educators, it leads to improved instructional practices and student outcomes (Ngabirano, Twebaze, Nyemara, & Aheisibwe, 2023). Participants acknowledged the importance of school management's role in monitoring professional development activities. Research suggests that effective monitoring and support from school leaders are essential for ensuring that professional development initiatives are implemented effectively and aligned with school goals (Ojugo & Olubor, 2021). The study found that teachers expressed a willingness to engage in professional development opportunities. This finding resonates with existing literature highlighting the importance of intrinsic motivation and commitment among educators to actively participate in continuous learning and development (Chukwueze, 2021). Participants recognized



the significance of mentoring practices facilitated by senior colleagues in enhancing professional growth. Research indicates that mentoring relationships contribute to the acquisition of knowledge, skills, and confidence among teachers, ultimately leading to improved instructional practices and job satisfaction (Agbajeola & Hassan, 2023). The study identified the presence of professional growth plans as a contributing factor to service delivery. Scholarly literature emphasizes the importance of structured professional development plans tailored to individual teacher needs, fostering continuous improvement and career advancement (Adolphus, 2021). Participants acknowledged the value of teachers' active involvement in professional development activities. Research suggests that collaborative and participatory professional learning environments foster a culture of shared expertise and collective responsibility, leading to enhanced teaching practices and student achievement (Hussaini, Uba, & Sifawa, 2023). This finding is in accordance with Ajani (2022); Anyanwu and Abe (2023); Osei-Owusu (2022) contention that teachers' service delivery has a major impact on teachers' professional development through seminars,

workshops, and conferences. The study findings concluded that teachers' participation in professional development will enhance their morale and service delivery in secondary schools.

Conclusion

Teachers are essential because they operate as catalysts for the growth and improvement of knowledge, abilities, character, and intellectual capacity - all of which are components of holistic development. Teachers are only as good at promoting learning as they are at skillfully imparting knowledge, critical skills, values, and attitudes. It is impossible to overestimate the importance of public secondary school instructors in providing services in an effective manner, since their work frequently serves as the cornerstone for accomplishing the set goals and objectives of educational establishments.

This study emphasised how crucial it is to acknowledge that teaching is a dynamic profession that requires ongoing development and adaptation. It becomes clear that regular and ongoing professional development is essential to enabling educators to keep up with changing pedagogical approaches, educational



paradigms, and developments in their domains. Teachers can improve their teaching skills, stay aware of new developments in the field, and continuously improve their methods by participating in ongoing learning activities. Additionally, it becomes clear that establishing a supportive teaching and learning environment is essential to raising the standard of service delivery in secondary schools. This setting goes beyond the physical room to include a socio-emotional atmosphere that promotes active participation, a love of learning, and healthy teacher-student interactions.

Thus, the study emphasises how creating a positive teaching-learning atmosphere and providing teachers with regular and ongoing professional development can both have transforming effects. In order to improve secondary school service delivery quality and give teachers the tools they need to fulfil the varied needs of their students and make a significant, all-encompassing contribution to their development, these coordinated efforts are essential. Fostering excellence in the provision of educational services requires an understanding of teaching as a lifelong learning journey characterised by constant growth and adaptation.

Recommendation

The following recommendations are made in light of the study's findings:

1. The government, through its agencies, should monitor and ensure that the teaching-learning atmosphere in public secondary schools complies with the Federal Ministry of Education's blueprint on teaching and learning assessment framework.
2. Teachers need to make attempts to improve the teaching-learning atmosphere in schools because this is beneficial to effective teacher service delivery.
3. The various governments should provide adequate opportunities for teachers to attend seminars, workshops, symposiums, and conferences on a regular basis in order to keep their teaching knowledge and abilities current with new ways for improving teacher service delivery.
4. The private sector and non-governmental organisations should be in collaboration with the government in the enhancement of teachers' professional development.



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