

CORRELATION BETWEEN SCHOOL-BASED VARIABLES AND TEACHERS' SERVICE DELIVERY IN SECONDARY SCHOOLS: AN EMPIRICAL STUDY OF CALABAR SOUTH, CROSS RIVER STATE

by

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Abstract

Educational institutions are established to implement educational policies aimed at achieving national education goals. The attainment of secondary education objectives largely depends on the quality and effectiveness of teachers' service delivery. This study examined school-based variables

and teachers' service delivery in secondary schools in Calabar South Local Government Area of Cross River State, Nigeria. Specifically, it investigated the relationship between school leadership, school culture, and teachers' service delivery. Two hypotheses guided the study. A survey research design was adopted. The population comprised all 192 teachers in 8 public secondary schools in the area. Census and purposive sampling methods were used. Data were collected using a researcher-developed instrument titled "School-Based Variables and Teachers' Service Delivery Questionnaire (SBVTSDQ)." The instrument was validated by three experts from the Department of Educational Management and the Department of Measurement and Evaluation, Faculty of Educational Foundation Studies, University of Calabar. It yielded a Cronbach Alpha reliability coefficient ranging from .77 to .79. Data were analyzed using the Pearson Product Moment Correlation. Findings revealed a statistically significant positive relationship between school leadership, school culture, and teachers' service delivery in Calabar South. The study concluded that school-based variables play a vital role in enhancing teachers' performance in secondary schools. Based on the findings, it was recommended that school administrators should foster a positive and inclusive school culture characterized by teamwork, mutual respect, accountability, and shared values. Such an environment enhances teacher morale and improves service delivery.

Keywords: School-Based Variables, Leadership, Culture, Teachers' Service Delivery, Secondary Schools.

Introduction

Globally, education is seen as a vital tool for human capital development and national progress. In Nigerian, secondary education is one vital tier of the educational system. According to Nwokonko et al. (2024), it is the level of education students receive after primary school and serves as a pathway to tertiary education. It plays a pivotal role in national development. It aims to facilitate positive behavioral transformation through purposeful and structured learning experiences. (Olofinkua et al., 2025; Ndem and Egbai (2016). The Federal Government of Nigeria (FRN, 2013) outlines the principal objectives of secondary education as fostering learners' readiness for both

productive societal participation and further academic pursuits. More so, Secondary schools are among other things meant to empower students with essential knowledge, critical thinking skills, and character development to prepare them for future academic pursuits and successful contributions to society (Edim et al., 2024). They aim to produce graduates who are well-equipped with the knowledge and skills necessary to meet the demands of a dynamic and competitive global environment (Obona et al., 2024).

These educational institutions are established to implement educational policies to actualize the goals of education which includes among other things, providing

students with the knowledge, skills, and values necessary for personal development, responsible citizenship, and lifelong learning (Nwannunu et al., 2024). The effective realization of secondary education objectives to a reasonable extent depends on the quality of teachers' service delivery. These individuals' primary role is to among others is to facilitate knowledge creation and dissemination, intellectual development of the students, and promoting social responsibility geared toward national development (Odoh et al., 2025; Obona, 2024).

In the educational system, teachers play a pivotal role that goes beyond merely delivering lessons. Their responsibilities encompass promoting students' academic success and contributing to the broader goals of the institution through their professional skills and dedication. Teachers' service delivery involves their ability to communicate subject matter clearly, actively involve students in learning, and offer support that nurtures both intellectual growth and personal development. Madukwe et al. (2024) referred to it as the execution of assigned roles aimed at meeting specific educational goals. Chukwuemeka (2017, as cited in Madukwe et al., 2024) defines service delivery as the realization of intended outputs within a set timeframe. Mabi and Buluma (2024) describe service delivery as the prompt, efficient, and satisfactory provision of services to all stakeholders, including students, parents, and fellow educators. Similarly, Akuegwu and Nwi-ue (2016) emphasize that effective service

delivery also includes the use of teaching methods that actively engage learners in the educational process.

Ayoro et al. (2023) emphasize that the effectiveness of teachers in achieving school goals is a direct reflection of the quality of their service delivery. Key indicators of this effectiveness include subject mastery, sound pedagogical skills, effective classroom management, clear communication, and the ability to maintain discipline. Beyond instructional roles, attributes such as professionalism, active participation in school activities, and engagement with the school community are equally critical. Teachers who excel in these areas not only improve student learning outcomes but also contribute to the school's reputation and overall educational quality. As observed by Onaolapo, Olajiga, and Onaolapo (2019), teacher effectiveness is measured by the degree to which educational goals are achieved. High-performing teachers typically meet or surpass expectations, while underperforming ones are viewed as ineffective. Thus, teacher service delivery remains a core determinant of both education quality and student success.

Secondary education occupies a strategic position in Nigeria's education system (Nwokonko, 2024). Despite its acknowledged significance, concerns persist about the deteriorating quality of teaching in Nigeria's public secondary schools. According to Ayoro et al. (2023), debates around teacher commitment and quality continue in both public and private

educational institutions. The performance of teachers has increasingly attracted scholarly and policy-level attention (Onaolapo et al., 2019; Okoye, 2017; Obona et al., 2023). Oluwaseun (2016) warns that ineffective teaching not only undermines student performance but also poses a threat to national development by failing to nurture future leaders. Obona et al. (2024) lamented issues include poor lesson planning, ineffective assessment, lack of performance feedback, and weak teacher-student relationships.

Field observations in Calabar South Local Government Area of Cross River State highlight numerous challenges affecting teacher performance. These include habitual lateness, irregular classroom attendance, inadequate lesson preparation, and general lack of professionalism. Additional issues such as absenteeism, poor classroom control, and neglect of administrative duties further undermine effective service delivery and educational outcomes. To address these problems, the government has implemented several initiatives, including the Universal Basic Education (UBE) programme. This programme seeks to improve teacher-student ratios, retrain educators, and enhance the learning environment through improved instructional materials and infrastructure. However, the impact of these interventions has been limited, with teaching quality still falling short of expectations.

The achievement of educational goals is influenced by multiple factors, one of which is school-based variables. Obona et al. (2023)

as cited in Iyiegbuniwe et al. (2025) maintain that teachers perform better in environments where working conditions are conducive. School-based variables refer to internal factors within a school that affect both the learning environment and instructional practices. Iyiegbuniwe et al. (2025) defined it as the key organizational and administrative components within a school that impact its performance and overall efficiency. These variables include leadership, organizational structure, available resources, and staff collaboration. When properly managed, such variables foster innovation, support professional development, and encourage collaborative teaching, ultimately improving classroom management and student achievement (Leithwood & Jantzi, 2005; Louis, Leithwood, Wahlstrom, & Anderson, 2010). This study focuses specifically on school leadership and school culture.

School leadership involves the roles and responsibilities of school administrators in guiding, supporting, and motivating teachers to accomplish educational goals. Effective leadership is characterized by a clear vision, provision of resources, staff motivation, and support for professional growth. Eze and Eze (2019) affirm that transformational leadership significantly enhances teacher satisfaction and instructional effectiveness in Nigerian secondary schools. Armstrong (2021) defines leadership as the capacity to inspire and direct individuals toward achieving goals, while Daft (2018) describes it as a relationship based on influence and shared objectives. Different leadership styles—transformational, transactional,

democratic, autocratic, and laissez-faire—impact teacher morale, job satisfaction, and retention in various ways. Strong leadership contributes to a positive school climate, promotes staff retention, and supports institutional success.

School culture refers to the shared beliefs, values, norms, and expectations that shape behavior and relationships within the school. The leadership style adopted by school administrators plays a pivotal role in cultivating and sustaining this culture. As noted by Thompson (2021, cited in Thompson, Unachukwu, & Obiekwe, 2022), every organization is defined by its unique cultural identity. Peterson and Deal (2011) argue that school culture influences day-to-day operations and priorities. Similarly, Acharya (2015) views school culture as a collective expression of behaviors and practices. A positive school culture encourages collaboration, mutual respect, and a sense of community, which in turn boosts teacher motivation and commitment. Supporting this view, Uko, Uko, and Effiom (2015) found that a respectful and cohesive school environment enhances teacher morale, performance, and openness to innovative teaching strategies in public secondary schools.

Empirical research highlights the link between school-based variables and teachers' service delivery.

School leadership and teachers' service delivery

School leadership style encompasses the methods and strategies employed by school administrators, especially principals, to direct, support, and influence teachers and staff. Some definitions are more objective than others. In a study, Iyiegbuniwe et al. (2025) investigated the relationship between school management variables and teachers' job performance in special education centres across Cross River State, with a specific focus on school leadership and professional development. The study utilized a correlational research design and included a total of 192 teachers from 27 special education centres, adopting a census approach. Data were gathered using a structured instrument titled *School Management Variables and Teachers' Job Performance Questionnaire (SMVTJPQ)*. Reliability was confirmed through a pilot test involving 30 teachers outside the main study area, producing a Cronbach's Alpha coefficient between 0.79 and 0.83. Results indicated a significant positive correlation between school leadership, professional development, and teachers' job performance in special education settings. The study concluded that strong school leadership and ongoing professional development are essential for enhancing teacher effectiveness.

Eğriboyun (2019) examined the relationship between school administrators' transactional leadership behaviors, and teachers' job motivation. The study surveyed teachers from 18 schools in Izmir, Turkey, using a

purposive sampling method, with 352 responses analyzed. Confirmatory factor analysis confirmed the reliability and validity of the scales. Findings revealed a significant positive relationship between transactional leadership and job motivation ($r = .383, p < 0.01$), highlighting the impact of leadership behaviors on teacher motivation in educational institutions. The study by Difoni et al. (2024) explored the relationship between headteachers' instructional supervisory practices and teachers' professional effectiveness in private primary schools within Ikom Education Zone, Cross River State, Nigeria. Using a survey research design, the study was guided by two research questions and hypotheses. Out of a population of 1,224 teachers across 248 schools, 259 were purposively selected. Data were gathered using a validated 24-item Likert-scale questionnaire (HTISPTPEQ), with reliability coefficients ranging from 0.81 to 0.84. Pearson Product Moment Correlation was used for data analysis at a 0.05 significance level. The findings indicated a significant positive relationship between headteachers' classroom visitation, professional development efforts, and teachers' professional effectiveness.

Also, Gul et al. (2012) investigated the relationship between leadership styles, organizational commitment, and turnover intentions, focusing on the mediating role of organizational commitment. The study utilized a non-probability convenience sampling technique to collect data from employees in Pakistan's insurance sector across different hierarchical levels. A total of

170 questionnaires were distributed, with 121 returned, yielding a response rate of 71.2%. Data were analyzed using SPSS (Version 20). Findings indicated a negative but insignificant relationship between turnover intentions and both transactional and transformational leadership styles. Additionally, organizational commitment was found to mediate the relationship between leadership styles and turnover intentions. Similarly, Ajayi and Olatunji (2017) findings provide valuable insights for policymakers in developing strategies to reduce teacher attrition.

School culture and teachers' service delivery

School culture encompasses the shared beliefs, values, attitudes, relationships, and formal guidelines that influence every aspect of a school's operations. In their study, Egbo et al. (2025) investigated the influence of work conditions and fringe benefits on teachers' job performance in public secondary schools in Yakurr Local Government Area, Cross River State, Nigeria. The study adopted a survey research design, guided by two research questions and hypotheses. From a population of 346 teachers across 19 schools, 172 teachers (50%) were purposively sampled. Data were collected using an 18-item validated questionnaire (WCFBTJPQ), and the instrument's reliability was confirmed with Cronbach's Alpha values ranging from .82 to .85. Descriptive statistics and Simple Linear Regression addressed the research questions, while ANOVA and Multiple Linear

Regression tested the hypotheses at a 0.05 significance level. Results revealed that both work conditions and fringe benefits significantly affect teachers' job performance in the study area.

Masoumeh and Muhammad Faizal (2015) found that a positive school culture greatly improves teachers' dedication to their teaching duties. Similarly, Thompson, Unachukwu, and Obiekwe (2022) investigated the connection between school organizational culture and teachers' task performance in public secondary schools in Anambra State. Using a correlational survey design, the study addressed three research questions and tested one hypothesis. The population comprised 6,396 teachers from 261 public secondary schools, with a sample of 1,280 teachers selected through stratified proportionate and simple random sampling techniques. Data were gathered using two researcher-developed instruments—the School Organizational Culture Questionnaire (SOCQ) and the Teachers' Task Performance Questionnaire (TTPQ). Both tools were validated by three education experts, showing reliability coefficients of 0.84 and 0.70, respectively. Data collection was assisted by three research aides, achieving a 98% response rate (1,256 questionnaires). Descriptive statistics answered the research questions, while Pearson's Product Moment Correlation tested the hypothesis at a 0.05 significance level. Results indicated that most teachers viewed their school's organizational culture and their task performance positively, with a modest but

significant positive correlation between these factors.

In a related study, Emengini, Omenyi, and Nwankwo (2020) explored the relationship between organizational culture and both teachers' job performance and work attitudes in Anambra State's secondary schools. The research, guided by five questions and six null hypotheses, employed a correlational survey design with a population of 6,396 teachers and a sample of 1,279 selected via proportionate stratified random sampling. Data were collected using three researcher-designed questionnaires: the SOCQ, the Teachers' Job Performance Questionnaire (TJPO), and the Teachers' Attitude to Work Questionnaire (TAWQ). Validation by three academic experts confirmed high reliability indices of 0.959, 0.957, and 0.701, respectively. Ten trained assistants supported data collection. Analysis using descriptive statistics and Pearson's *r* correlation tested the null hypotheses at the 0.05 level. Findings showed that teachers generally held a positive view of their school's organizational culture, rated their job performance favorably, and exhibited positive attitudes toward their work.

Uzoechina and Nwankwo (2017) examined how principals' staff relations practices relate to teachers' job performance in public secondary schools across six education zones in Anambra State (Aguata, Awka, Nnewi, Ogidi, Onitsha, and Otuocha). Employing a correlational design, the study involved a population of 6,342 teachers, with a sample of 634 (10%) chosen through proportionate

random sampling. Data were gathered via a researcher-developed Questionnaire on Staff Relations and Job Performance (QSRJP), validated by three experts and yielding a reliability coefficient of 0.82. Data collection was conducted by the researchers with assistance from five aides. Analysis through Pearson's Product Moment Correlation revealed a moderate positive relationship between principals' staff relations practices and teachers' job performance.

The researcher deemed it necessary to investigate school-based variables and teachers' service delivery specifically in secondary schools in Calabar South Local Government Area, Cross River State, thereby contributing new insights to the existing body of knowledge.

Statement of the problem

Teachers are fundamental to the educational system, as they influence the emotional, intellectual, and practical development of students. However, this study arises from concerns about the observed poor service delivery of many secondary school teachers in Calabar South Local Government Area of Cross River State. This is reflected in negative work attitudes, poor classroom instruction, inadequate record-keeping, irregular class attendance, and unethical management of attendance registers. Such issues have raised alarm among parents, guardians, government officials, and other stakeholders in education.

Despite various recommendations by researchers and efforts by the state

government—such as timely payment of salaries, recruitment of additional staff to ease workloads, intensified supervision, and teacher retraining programs—these challenges remain unresolved. Secondary school teachers in Calabar South continue to underperform in their instructional duties, with adverse effect on students' academic performance. Many students still struggle in both internal and external examinations, with a rising number completing secondary education without mastering essential skills in reading, writing, and communication.

The researcher posits that better management of school-related variables could improve teachers' service delivery, thereby boosting students' academic success. This concern motivates the current study, which aims to investigate the relationship between school-related variables and teachers' service delivery in public secondary schools within Calabar South Local Government Area of Cross River State. Thus, the key research question guiding this study is: What is the relationship between school-related variables and teachers' service delivery in secondary schools in Calabar South Local Government Area of Cross River State? Addressing this question necessitate the study.

Purpose of the Study

This study investigated school-based variables and teachers' service delivery in secondary schools in Calabar South Local Government Area of Cross River State, Nigeria. Specifically, the study sought to find out the relationship between:

- i. School leadership and teachers' service delivery in secondary schools in Calabar South Local Government Area of Cross River State.
- ii. School culture and teachers' service delivery in secondary schools in Calabar South Local Government Area of Cross River State.

Research hypotheses

The following hypotheses guided study:

- i. There is no significant relationship between school leadership and teachers' service delivery in secondary schools in Calabar South Local Government Area of Cross River State.
- ii. School culture does not relate significantly to teachers' service delivery in secondary schools in Calabar South Local Government Area of Cross River State.

Research methodology

This study adopted a descriptive survey research design. This design was considered appropriate because the study was directed towards determining the nature of the situation, as it exists at the time of the investigation. Survey research is therefore very useful for opinion and attitudes studies. It was adopted because the study investigated school-based variables and teachers' service delivery in secondary schools in Calabar South Local Government Area of Cross River State, Nigeria.

This study was carried out in Calabar South Local Government Area (LGA) of Cross River State, Nigeria. Situated in the Central Senatorial District, Calabar South was established in 1976 and spans approximately 5,003 square kilometers, with its administrative center in the town of Calabar South. Geographically, it lies between latitudes 4.250° and 7.000° North and longitudes 7.050° and 9.300° East. The LGA shares borders with the Republic of Cameroon to the east, Benue State to the north, Enugu, Imo, Abia, and Rivers States to the west, and the Atlantic Ocean to the south (Ezaga, 1985). It is one of the 18 LGAs in Cross River State (CRSG, 2007) and consists of ten political wards, including Calabar South Urban, Uyanga, Ikpi, Awi, Mbarakom, Ojuk South, Ojuk North, Oban, Eku, and Iko, which are further grouped into sectors such as Calabar South Urban, Oban, and Ekuri.

Calabar South is also known for its abundant natural resources and tourism sites, including Kwa Falls, Oban Hills, and the Cross River National Park. Its tropical rainforest and extensive forest reserves play a critical role in ecological conservation and provide opportunities for industrial development. The area was chosen for this study due to growing concerns over inadequate teacher service delivery, which has been linked to declining student academic performance.

The population of this study comprised all the 333 teachers in 8 public secondary school in Calabar South Local Government Area, Cross River State, (Planning Research and Statistics Department: Secondary Education

Board, Calabar 2025). These numbers formed the study population. Census sampling was used in selecting all the 8 public secondary schools in the study. Other the other hand, purposive sampling technique was used in selecting 192 teachers from 8 public secondary schools in the study area for the study.

The questionnaire designed by the researcher on a four-point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD), titled "School-Based Variables and Teachers' Service Delivery Questionnaire (SBVTSDQ), was used for data collection. Its validity was ascertained by three research experts in Educational Management, and in Measurement and Evaluation, faculty of Educational Foundation Studies, University of Calabar. To establish the reliability of the research instrument, a trial test was first carried out on fifty (50) teachers selected from five secondary schools outside the study area. Data were collected, coded and subjected to a reliability test using Cronbach Alpha reliability coefficient. The reliability coefficient obtained ranged from .77 to .79, which indicated a high-reliability index for the research instrument.

The questionnaire was the instrument used for data collection. The researcher recruited three research assistants who were first trained to assist in the exercise. All the public secondary schools in the study area were visited, permission from the management were taken before administering the questionnaire. To obtain quality and unbiased

data, teachers were used to access the school administrators. Upon collection of the instrument from the respondents, the researcher first sorted out the collected questionnaire to ensure that all the items have been well responded to by the respondents. It recorded 100% return rate. The questionnaire was then organized in the order of the variables they were designed to measure. Positively worded items were scored as follows: Strongly Agree (SA) = 4point, Agree (A) = 3points, Disagree (D) = 2points and Strongly Disagree (SD) = 1point. But for all the negatively worded items, the pattern was reversed. The scores of respondents on the respective sub-scales were summed and transferred to appropriate statistical packages for analysis. Data analysis was done base on the null hypotheses that guided the study. Pearson Product Moment Correlation analysis was used to test the hypotheses at .05 level of significance.

Results and discussion

Hypothesis one

There is no significant relationship between school leadership and teachers' service delivery in secondary schools in Calabar South Local Government Area, Cross River State. The two variables in this hypothesis are school 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 leadership and teachers' service delivery. The correlation coefficient was statistically significant for

teachers' service delivery ($r = .68, p < .05$). 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 Calabar South Local Government Area of Cross River State.

Table 1: Summary of correlation between school leadership and teachers' service delivery in secondary schools in Calabar South Local Government Area of Cross River State. (N=192)

| Variables | \bar{X} | S.D | R | Sig. |
|----------------------------|-----------|------|------|------|
| School leadership | 19.38 | 3.40 | | |
| Teachers' service delivery | 19.18 | 4.38 | .68* | .000 |

*Significant at $p < .05$ $df=190$

Hypothesis two

School culture does not relate significantly to teachers' service delivery in secondary schools in Calabar South Local Government Area, Cross River State. The two variables in this hypothesis are school 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 culture and teachers' service delivery. The correlation coefficient was statistically significant for teachers' service delivery ($r = .87, p < .05$). 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 culture and teachers' service delivery in secondary schools in Calabar South Local Government Area of Cross River State.

Table 2: Summary of correlation between school culture and teachers' service delivery in secondary schools in Calabar South Local Government Area of Cross River State. (N=192)

| Variables | \bar{X} | S.D | r | Sig. |
|----------------------------|-----------|------|------|------|
| School culture | 18.40 | 4.62 | | |
| Teachers' service delivery | 19.18 | 4.38 | .87* | .000 |

*Significant at $p < .05$ $df=190$

Discussion of findings

The finding of hypothesis one revealed a statistically significant positive relationship

between school leadership and teachers' service delivery in secondary schools within Calabar South Local Government Area of

Cross River State. This implies that effective school leadership plays a crucial role in enhancing how teachers deliver their jobs. The finding is not surprising because, efficient leadership often provides the necessary support, motivation, supervision, and professional development opportunities that empower teachers to deliver quality educational services. Leaders who foster collaboration, set clear goals, and maintain a conducive teaching and learning environment are likely to influence teachers positively, thereby improving their overall service delivery.

This finding is in tandem with that of Iyegbuniwe et al. (2025) who investigated the relationship between school management variables and teachers' job performance in special education centres across Cross River State, with a specific focus on school leadership and professional development. The study indicated a significant positive correlation between school leadership, professional development, and teachers' job performance in special education settings. Similarly, the finding is in harmony with that of Egriboyun (2019) who revealed a significant positive relationship between transactional leadership and job motivation ($r = .383, p < 0.01$), highlighting the impact of leadership behaviors on teacher motivation in educational institutions. The finding corroborates that of Gul, Ahmad, Rehman, Shabir and Razzaq (2012) who investigated the relationship between leadership styles, organizational commitment, and turnover intentions, focusing on the mediating role of organizational commitment. The study

findings indicated a negative but insignificant relationship between turnover intentions and both transactional and transformational leadership styles.

The findings from hypothesis two revealed a positive and statistically significant relationship between school culture and teachers' service delivery in secondary schools within Calabar South Local Government Area of Cross River State. This result is consistent with expectations, as a positive school culture—marked by shared values, mutual respect, open communication, collaboration, and a supportive environment—tends to enhance teacher motivation, job satisfaction, and professional commitment. When a school fosters trust, inclusiveness, and a sense of belonging among its staff, teachers are more likely to be engaged, innovative, and effective in delivering both instructional and non-instructional services. Therefore, the quality of a school's culture plays a crucial role in shaping the effectiveness of teachers' service delivery.

This finding supports the assertion of Acharya (2015), who emphasized that school culture is a critical element reflecting the collective practices and norms within a school system. It also aligns with the study by Masoumeh and Muhammad Faizal (2015), who reported that a positive school culture significantly enhances teachers' commitment to their professional duties. Similarly, Thompson, Unachukwu, and Obiekwe (2022), in their investigation of the relationship between school organizational

culture and teachers' task performance in public secondary schools in Anambra State, found that teachers generally perceived both their school culture and performance positively, with a low but positive correlation between the two variables. Furthermore, the study corresponds with the findings of Uzoechina and Nwankwo (2017), who reported a moderate positive relationship between principals' staff-relations practices and teachers' job performance.

Conclusion

This study examined school-based variables and teachers' service delivery in secondary schools in Calabar South Local Government Area of Cross River State. The results of the data analysis revealed a statistically significant relationship between school leadership, school culture, and teachers' service delivery in the area. Based on these findings, the study concluded that school-based variables have a significant influence on teachers' service delivery in secondary schools in Calabar South Local Government Area of Cross River State.

Recommendations

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

1. School leadership should prioritize the development and sustenance of a positive and inclusive school culture that emphasizes teamwork, mutual respect, accountability, and shared values. Such a supportive environment significantly boosts teachers' morale and enhances the quality of their service delivery.
2. The Ministry of Education, in partnership with school management, should implement regular leadership training programs and workshops for school administrators. These initiatives will help develop effective leadership competencies that promote motivation, collaboration, and enhanced teacher performance.

Study limitation and suggestion for future research

This study was limited to public secondary schools within a specific geographical area, which may affect the generalizability of the findings to other regions or types of schools.

Future studies should consider a broader scope by including private schools and schools from different regions to enhance the generalizability of the results.

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