

## Instructional Strategies and Service Delivery Among Teaching Personnel In Ibadan Metropolis, Oyo State

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### Abstract

*Poor Service Delivery (SD) has become a great concern for stakeholders. However, it seems that Teaching Personnel (TP) are being responsible for the poor SD due to their wrong Instructional Strategies (ISs) employed for teaching and learning. Previous studies considered repositioning teachers for quality SD, instructional-based strategies, among others. Nevertheless, these studies revealed that there are still factors that are yet to be examined. This study therefore examined the contributions of ISs to SD among TP in Public Secondary Schools (PSSs) in Ibadan Metropolis (IM) Oyo State. Survey design was used while population for this study comprised 25, 243 students in 165 PSSs across five Local Governments-LGs in IM. Purposive sampling technique was used to sample two LGs. Proportionate to size sampling technique was used to select 10% of secondary schools in each LG sampled. Simple random sampling technique was employed to sample 25 students in each school chosen. Hence, a total of two hundred secondary schools were drawn from 8 PSSs. The research instrument used for this study was a questionnaire. Data obtained through questionnaires were analysed through mean, frequency count, percentage and standard deviations and multiple regressions. The result indicated that level of SD among TP in IM was good. The result also showed that all type of ISs identified was being used by PSSs' TP in IM, Oyo State. The finding equally confirmed that questioning, peer tutoring and demonstration strategies were significantly and relatively contributed to SD among PSSs' TP in IM. The study likewise revealed that there is significantly and jointly contribution of ISs to SD among TP in IM, Oyo State. The serving teachers should be encouraged to adopt demonstration strategy as a way to enhance teachers' service delivery. School administrators should ensure that teachers are well exposed to different instructional strategies for effective service delivery. However, the use of lecture strategy should be discouraged in public secondary schools.*

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### Introduction

The wealth of any nation largely depends on the quality of human resources available to it. It is, therefore, necessary to invest in human resources particularly teaching personnel who are the brain behind successful lawyers, doctors, ministers, governors, and presidents, among others. Serious attention need to be paid to these teaching personnel if future consumption return is to be attained. It was long recognized in Nigeria that the

educational objectives as spelled out in the National Policy on Education (2014) would not be achieved without teaching personnel. In the education system, one of the vital measures to achieve the educational objectives is quality service delivery to the society. Service delivery deals with teaching/learning activities in the classroom setting. According to Okebukola (2006), service delivery is a judgment that determines the preparation and efficiency of

teaching personnel, adequacy and accessibility of materials and facilities needed for effective teaching and learning, and how the teaching personnel can cope with the challenges ahead of their job.

El-Rufai (2013) stated that service delivery can be described as the degree of an organisation and/or employee's performance, output and productivity, as he/she discharges his responsibilities within the available time, money and other resources, towards the achievement of overall goals of the organisation. Similarly, Abiodun-Oyebanji (2019) saw service delivery as the extent to which an organization's individual, unit, or department discharges its assigned or statutory responsibilities. This implies that it is a means by which secondary school evaluates their teaching personnel and students especially in the area of attaining task assigned. Oyedeji and Olatunbosun (2021) likewise, viewed service delivery as the ability of teaching personnel to discharge their statutory duties effective and efficient. The researchers added that services rendered by teaching personnel are seen as essential services required to enhance students' academic performance. They further confirmed that the level of service delivery in the Federal College of Education, Abeokuta, Nigeria is encouraging. A well delivered service by teaching personnel is expected to transit their output to higher institutions of learning.

However, despite the importance of teaching personnel to student learning, service delivery of teaching personnel appears to be low in these days. For instance, in 2007, Kwara State government tested 19,000 public primary school teachers and yielded poor results (Elaine, Lynsey and Jibrin, 2018). Similarly, the Ekiti State government subjected teachers

to competency tests in 2012 due to poor student performance in both internal and external examinations. The same scenario likewise happened in Kaduna state where 21,780 teachers out of the 33,000 teachers failed an assessment test in 2017 designed to test the ability to teach primary four pupils. Based on these observations, service delivery of teaching personnel in public schools seems to be questionable because their performance is abysmal in those states.

The level of service delivery in secondary schools is therefore determined by the performance of teaching personnel in classroom and satisfying the public in achieving educational objectives. Oyo State was reportedly ranked 24th behind all the states in the south west in the overall students' performance in 2019 West African Examination Council (WAEC). Akinwumi and Opadeye (2020) expressed that student's performance in Senior Secondary Certificate Examination (SSCE) in Oyo state has been consistently poor over the years compared to other states in Nigeria. This could result from poor service delivery of teaching personnel coupled with other factors.

Instructional strategies seem to be factors employed by teaching personnel in the classroom setting. However, a growing body of evidence suggested that instructional strategies can greatly impact the service delivery of teaching personnel in terms of students' academic performance. Wabwoba, Okoth and Mugambi (2017) stated that students' academic performance largely relies on instructional strategies that teaching personnel adopt in a classroom. Defining instructional strategies varies in the literature. Sometimes they are called 'teaching methods', 'techniques', 'styles', 'ways', 'practices' or 'approaches'. Instructional strategies can be described as

a sequence of teaching and learning modes designed to promote the attainment of a particular type of objective. Mosimege and Winnaar (2021) regarded instructional strategies as a subset and one of the components of instructional practices. The researcher further described instructional strategies as techniques that teaching personnel use throughout instruction to support comprehension of the concepts being taught. Instructional strategies are part of classroom practices that are intended to improve learning and student achievement (Arends, Winnaar and Mosimege, 2017).

Teaching personnel use a variety of instructional strategies when they teach in the classroom. Some of these strategies have been considered to positively affect learners' performance while others do not. Mosimege and Winnaar, (2021) identified five instructional strategies that determine effective teaching and learning. The strategies are teacher-teacher interaction, teacher-learner interaction, teacher explanation of the content, problem solving with direct teacher guidance and problem solving without direct teacher guidance. However, two of these instructional strategies (problem-solving with direct teacher guidance and teacher-teacher interaction) were found to be significantly associated with learner performance across the four content domains of algebra, numbers, geometry and data and chance. Likewise, Essien (2017) focused on quality instructional delivery services and academic performances of secondary school students in Social Studies in Calabar Metropolis, Cross River State, Nigeria. The researcher showed a significant relationship between quality methodology, quality instructional materials and academic performances of secondary school students in Social Studies. This indicates that with different instructional strategies, there is a tendency

of service delivery of teaching personnel in the area of students' academic performance in different subjects. But failure to employ different instructional strategies in classroom as expected may bring about poor service delivery.

Over the years, many instructional strategies have been recognised and tried out while many have been rejected as not suitable enough for teaching and learning in classroom setting across secondary schools in Nigeria. However, a few are still considered relatively effective for service delivery of teaching personnel. Some of instructional strategies are demonstration, lecture, discussion, inquiry and questioning methods, among others. These instructional strategies are expected to influence service delivery of teaching personnel in secondary schools. Traditionally, many teaching personnel applied teacher centered strategies to transfer knowledge to the learners as compared to the student centered strategies. Jepketer (2017) differentiated among student-centred instructional, teacher centred instructional and assessment strategies. The researcher found that these strategies influence student performance. The result also indicated that student performance is influenced when teaching strategies are strengthened through targeted in-service training. However, demonstration, lecture, questioning and peer tutoring will be used to measure instructional strategies.

Demonstration strategy is one of the indicators of instructional strategies that may influence service delivery of teaching personnel. Demonstration strategy involves the teacher showing and explaining a concept or skills in a given topic. It may be used for the class or part of the class depending on the size of the class. It is teaching through examples or experiments. This strategy allows students to personally

relate to the presented information and memorize it, which can help them improve their academic performance (Petty, 2009). It is expected that teaching personnel with demonstration strategy performed better in actual classroom teaching than those with other strategies of instruction. The demonstration strategy had also been found to be the most significant effect on student academic performance in electrical installations (Akinwumi and Opadeye, 2020).

Lecture strategy is one of the instructional strategies that seem to improve service delivery of teaching personnel in classroom setting. Lecture strategy is a pedagogical strategy that involves the teacher telling his or her students what he/she wants them to know and the students listening to the teacher and sometimes taking down notes on what the teacher is saying or merely committing same to memory. The lecture strategy is a teaching method in which the teacher presents a verbal discourse on a particular subject, theme or concept to the learners. This strategy allows teacher to deliver preplanned lessons to the students with little or no instructional aids. Arends (2010) pointed out that lecture strategy facilitates the transmission of large amount of information to students in an efficient manner, but it does not encourage students to participate actively in the learning process. With this strategy, service delivery of teaching personnel may continue to decline if students do not actively participated in the teaching-learning process.

Questioning is another instructional strategy that can affect teaching personnel's service delivery. The questioning method is a major form of human thought and interpersonal communication. It involves employing a series of questions to explore

an issue, an idea or something intriguing for understanding. Arslan (2016) considered questioning as an important form of instructional strategy. It acts as motivational stimuli, has arousal and associative outcome. Questioning strategy is one of the primaries and most influential teaching methods that teaching personnel use to enhance their service delivery in the class room setting (Edwards and Bowman, 2016). The act of asking questions has the potential to facilitate service delivery of teaching personnel. These researchers added that, good questioning can make a significant contribution to service delivery of teaching personnel.

Peer tutoring could be considered as strategy that may enhance service delivery of teaching personnel. Tutoring strategy is expected to help students learn better and be successful in all subjects (Berberoglu and Tansel, 2014). These scholars further confirmed that students who received peer tutoring have a better performance, less frequent grade repetition and a better academic performance, hence peer tutoring strategy is critical for improvement of students' academic performance.

Previous studies worked on repositioning teachers for quality service delivery (Udida, Igbineweka and Udo, 2015), quality instructional delivery services and academic performances (Essien, 2017), teachers' instructional strategies and their impact on learner performance (Mosimege and Winnaar, 2021). Nevertheless, these studies seem not to have paid attention to instructional strategies and service delivery of teachers. Considering the foregoing, this study investigated the contribution of instructional strategies to service delivery among teaching personnel in public secondary schools in Ibadan Metropolis Oyo State.

### Statement of the problem

The quality of service delivery among teaching personnel in secondary schools appears to be low. This low service delivery has become a great concern for school administrators, teachers, and government. However, it seems that teaching personnel are responsible for the low service delivery due to the poor instructional strategies they use in the classroom setting.

Past studies worked on repositioning teachers for quality service delivery, quality instructional delivery services, and instructional-based strategies for stimulating secondary school students' career interests. Nevertheless, these studies revealed that there are still factors that are yet to be examined. This study therefore deemed it necessary to look specifically into the contributions of instructional strategies to service delivery among teaching personnel in public secondary schools in Ibadan Metropolis Oyo State.

### Purpose of the study

The primary purpose of the study was to examine the contributions of instructional strategies to service delivery among teaching personnel in secondary schools in Ibadan metropolis, Oyo state. Specifically, the study:

1. investigated the level of service delivery among secondary school teaching personnel in Ibadan metropolis, Oyo state
2. identified the most commonly used instructional strategies by teaching personnel in Ibadan metropolis, Oyo state

### Research questions

The following questions were raised in line with stated purpose of the study.

1. What is the level of service delivery among secondary school teaching

personnel in Ibadan metropolis, Oyo state?

2. What is the most commonly instructional strategies employed by teaching personnel in Ibadan metropolis, Oyo State?

### Hypotheses

The following research hypotheses guided the study:

**H<sub>01</sub>:** There is no relative contribution of instructional strategies to service delivery among teaching personnel in secondary schools in Ibadan metropolis, Oyo state.

**H<sub>02</sub>:** There is no joint contribution of instructional strategies to service delivery among teaching personnel in secondary schools in Ibadan metropolis, Oyo state.

### Methodology

Survey design was employed in the study. The population for this study comprised 25, 243 students in 165 public secondary schools across five Local Governments-LGs (Ibadan North-42, Ibadan North East-34, Ibadan North West-13, Ibadan South East-40 and Ibadan South West-36) in Ibadan. This is made up Ibadan metropolis, Oyo State. Purposive sampling technique was used to sample two LGs (Ibadan North-IN and Ibadan South East-ISE). These LGs were selected due to highest number of students' enrolment. Proportionate size to sampling technique was used to select 10% of secondary schools in each LG sampled (IN-10% of 46 and ISE-10% of 40 schools). Simple random sampling was employed to sample 25 students in each school chosen (IN-100 students and ISE-100 students). Hence, a total of two hundred secondary schools were drawn from 8 secondary schools. The research instrument used for this study was a questionnaire titled Instructional Strategies and Questionnaire (ISQ) and Service Delivery Questionnaire (SDQ). The

questionnaire was divided into four (4) sections ranging from section A to D. Section A of the questionnaire focused on the demographic information of the respondents while section 'B' contained items on service delivery, section 'C' considered instructional strategies with subscales of demonstration, lecture, questioning and peer-tutoring strategies. Face and content validity of the questionnaire was assured through

comments from the experts. Pilot test was conducted on schools in Ibadan Southwest which were not part of sampled size of the study using 30 students. Analysis of questionnaire was done through Cronbach alpha method. The results obtained were 0.68 and 0.89 respectively. Data obtained through questionnaires were analysed through mean, frequency count, percentage and standard deviations and multiple regressions.

### Presentation of Results

**Research Question I:** What is the level of service delivery among secondary school teaching personnel in Ibadan metropolis, Oyo state?

**Table 1: Level of Service Delivery**

s/n	Statements	5	4	3	2	1	MEAN ( $\bar{X}$ )	Std D	
1	Teaching knowledge	125 (63.1)	61 (30.8)	-- (0.0)	8 (4.0)	1 (0.5)	4.59	0.60	
2	Appropriate use of instructional materials	60 (30.3)	110 (55.6)	22 (11.1)	2 (1.0)	1 (0.3)	4.16	0.66	
3	Building learners confidence	70 (35.4)	101 (51.0)	17 (8.6)	6 (3.0)	1 (0.5)	4.19	0.76	
4	Corrections and feedback	83 (41.9)	86 (43.4)	21 (10.6)	3 (1.5)	1 (0.5)	4.27	0.76	
5	Guiding and mentoring	73 (36.9)	90 (45.5)	22 (11.1)	10 (5.1)	--- (0.0)	4.16	0.82	
6	Role modeling	70 (35.4)	85 (42.9)	26 (13.1)	6 (3.0)	8 (4.0)	4.04	0.99	
<b>Weighted Average</b>		<b>4.2</b>							

**Note:** Excellent(E)-5;Very Good(VG)-4; Good (G)-3; Fair (F)-2; Poor (P)-1

Table 1 presents the level of service delivery among teaching personnel as perceived by the students of secondary schools in Ibadan metropolis. All the items on the table were rated to be very good with highest frequency except item 1 that has 125 responses. For instance, teaching knowledge

(mean=4.59); appropriate use of instructional materials (mean = 4.16); building learners confidence (mean=4.19); corrections and feedback (mean=4.27); guiding and mentoring (mean=4.16) and role modeling (mean =4.04).The entire mean value of six items on the table were

accepted as rated above threshold of 3.0 while the weighted average score is 4.2. This indicates that level of service delivery among secondary school teaching personnel in Ibadan metropolis, Oyo state was good. This can be seen in the table and can be equally interpreted as high. The finding of this study is in line with the submission of Oyediji and Olatunbosun (2021) who found

that the level of service delivery of non-teaching staff in Federal College of Education, Abeokuta, Nigeria is high. However, the finding of the study negates the result of Akinwumi and Opadeye (2020) who expressed that student's performance in SSCE in Oyo state has been consistently poor over the years compared to other states in Nigeria.

**Research Question 2:** What type of instructional strategies is employed by teaching personnel in Ibadan metropolis, Oyo State?

**Table 2: Type of Instructional Strategies**

S/N	Statements	HU	FU	PU	NU	MEAN ( $\bar{X}$ )	Std D
1	Questioning	147 (74.2)	41 (20.7)	6 (3.0)	3 (1.5)	3.69	0.608
2	Demonstration	92 (46.5)	91 (46.0)	11 (5.6)	2 (1.0)	3.39	0.644
3	Discovery	62 (31.3)	88 (44.4)	35 (17.7)	10 (5.1)	3.04	0.840
4	Discussion	107 (54.0)	69 (34.8)	19 (9.6)	2 (1.0)	3.43	0.708
5	Role play	57 (28.8)	100 (50.5)	32 (16.2)	7 (3.5)	3.06	0.773
6	Peer teaching	64 (32.3)	102 (51.5)	29 (14.6)	1 (1.0)	3.16	0.700
7	Problem solving	95 (48.0)	74 (37.4)	20 (10.1)	8 (4.0)	3.30	0.812

**Note:** Highly Utilised (HU); Fairly Utilised (FU); Poorly Utilised (PU); Not Utilised (NU)

Table 2 reveals that 74.2% of the respondents reported that questioning method was highly utilised ( $\bar{X}$  = 3.69) and 46.5% of the respondents was of the opinion that demonstration was highly utilised ( $\bar{X}$  = 3.39). The finding of this study reported that 44.4% of the respondents agreed that

discovery was fairly utilised ( $\bar{X}$  = 3.04); 54.0% of the respondents confirmed that discussion was highly utilised ( $\bar{X}$  = 3.43); 50.5% of the respondents reported that role play was fairly utilised ( $\bar{X}$  = 3.06) while 51.5% of the respondents had degree view that peer teaching was fairly utilised ( $\bar{X}$  = 3.10).

The finding of this study equally indicates that 48.0% of the participating teachers revealed that problem solving was highly utilised ( $\bar{X} = 3.30$ ). Based on the results from above table, the cluster mean of items was accepted as all rated above 3.0 cut off point. This shows that all instructional strategies identified in the table were being used by secondary school teaching

personnel in Ibadan metropolis, Oyo State. The result is consistent with findings of Jepketer (2017) who indicated that when student-centred instructional, teacher centred instructional and assessment strategies are strengthened through targeted in-service training, student performance is achieved.

## Hypotheses

**Hypothesis 1:** There is no relative contribution of instructional strategies to service delivery among teaching personnel in secondary schools in Ibadan metropolis, Oyo State.

**Table 3: Relative contribution of Instructional Strategies to Service Delivery**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	9.197	1.723		5.338	.000
Questioning	.885	.402	.157	2.203	.029
Lecture	-.106	.412	-.021	-.258	.797
Peer tutoring	.721	.302	.177	2.390	.018
Demonstration	1.071	.357	.216	3.002	.003

Table 3 indicates relative contribution of each of the independent variables and three of the independent variables (questioning, peer tutoring and demonstration) are shown to have significant contribution ( $\beta = 0.16$ ;  $0.18$ ; and  $0.22$ ;  $t = 2.20$ ;  $2.39$  and  $3.00$   $p < 0.05$ ) to teachers' service delivery in secondary schools. However, lecture strategy did not have relative contribution ( $\beta = 0.02$ ;  $t = 0.26$ ;  $p > 0.05$ ) to service delivery among teaching personnel in secondary schools in Ibadan metropolis of Oyo State. This indicates that questioning, peer tutoring and demonstration strategies

were significantly and relatively contributed to service delivery in secondary schools in Ibadan metropolis of Oyo State. The result of this study supports the finding of Essien (2017) who showed a significant relationship between quality methodology, quality instructional materials and academic performances of secondary school students in Social Studies. The finding is similar to submission of Akinwumi and Opadeye (2020) who confirmed that the demonstration strategy had the most significant effect on student academic performance in electrical installations.

**Hypothesis 2:** There is no joint contribution of instructional strategies to service delivery among teaching personnel in secondary schools in Ibadan metropolis, Oyo state

**Table 4: Joint Contribution of Instructional Strategies to Teacher' Service Delivery**

REGRESSION		ANOVA <sup>a</sup>				
Model		Sum of Squares	Df	Mean Square	F	Sig.
R = .488	Regression	645.573	4	92.225	8.468	.000
R Square = .238	Residual	2069.300	190	10.891		
Adjusted R Square = -.210	Total	2714.874	194			

a. Dependent Variable: Teachers' Service Delivery

b. Predictors: (Constant), Questioning, Lecture, Peer tutoring, Demonstration strategies

The results in Table 4 indicates that with all the predictor variables (questioning, lecture, peer tutoring and demonstration strategies) entered into the regression model at once, there was significant prediction of service delivery among teaching personnel ( $R = .488$ ;  $R^2 = .238$ ;  $F_{(4, 190)} = 8.468$ ;  $p < .05$ ). This showed that instructional strategies accounted for 23.8% of the variance in service delivery. The remaining 76.2% might be captured by other exogenous variables that were not included in the model. Based on this analysis, which states that there is no contribution of instructional strategies to service delivery among secondary school teaching personnel was therefore rejected. This reveals that there is significant contribution of instructional strategies to service delivery among teaching personnel in secondary school in Ibadan metropolis, Oyo State. The finding of this study supports the result of Mosimege and Winnaar (2021), who found that instructional strategies were significantly associated with learner performance across the four content domains of algebra, numbers, geometry, data, and chance.

### Conclusions

The study concluded that instructional strategies available to teaching personnel

contribute to service delivery in the classroom. Service delivery of teaching personnel was satisfied and encouraged in secondary schools in Ibadan metropolis, Oyo State. The study also established that demonstration strategy is the highest contributor to service delivery among teaching personnel in secondary schools in Ibadan metropolis, Oyo State.

### Recommendations

Based on the findings and conclusions, the following recommendations were made.

The stakeholders should encourage teaching personnel to keep it up effective service delivery in secondary schools. The serving teaching personnel should be encouraged to adopt demonstration strategy as a way to enhance service delivery of teaching personnel. School administrators should ensure that teaching personnel are well exposed to different instructional strategies for effective service delivery. However, the use of lecture strategy should be discouraged in public secondary schools.

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