

# Teachers' Professional Competencies And Curriculum Delivery In Senior Secondary Schools In Uyo Education Zone, Akwa Ibom State, Nigeria

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**Abstract:** *This study examined Teachers' Professional Competencies and curriculums delivery in English Language in senior Secondary schools in Uyo Education Zone, Akwa Ibom state, Nigeria. Ex-post factor design with a survey approach was adopted. The population of the study consisted of all 63, 668 student adopted in public senior secondary schools in Uyo Education zone. Stratified random sampling technique was used to select the schools for the study while Taro Yamane formula was employed to get a sample size of 398 respondents for the study. The instrument used for the study was 'Teachers' professional competencies and curriculum Delivery questionnaire (TPCCDQ)' which was validated by the three experts, one expert in Curriculum and Instruction and two experts in research methodology all in University of Uyo. Cronbach's Alpha statistical method was used to determine the reliability coefficient of .70 for the instrument. Five purposes and five null hypotheses tested at .05 level of significance guided the study. Mean and standard deviation were employed to test the research hypotheses. The results show that there in significant influence of teachers' professional competencies on curriculum delivery. It was recommended based on the findings among other things that schools administrators or school heads should provide a conducive environment for teachers to collaborate and work as team members to ensure that they share ideas and learn from one another.*

**Keywords:** *Teachers' Professional Competencies and Curriculum Delivery.*

## I. INTRODUCTION

The concept of a profession is derived from the word "profitee", meaning to profess. This implies that a professional is a person who possesses knowledge of doing something and has a commitment to a particular set of values that are generally accepted. This therefore applies to the teaching profession which deals with specialization in teaching skills, styles and techniques. The teaching profession is a body that facilitates learning in all ramifications. It is the key to the development of human intellect and ultimate in the achievement of the nation's hope and aspiration. This key is in the hands of teachers. A teacher is one who imparts knowledge, guides, coordinates and implements the necessary

and required behavior for the actualization of nation-building. Teachers hold the key to every nation's development.

It is pertinent to note that without the teacher, the national goals and goals of education will remain unattainable, unrealistic and dead. It is the teacher that breathes life into these goals and make them realistic and achievable through the instrument of the school curriculum. Nwosu (2020) asserted that a teacher is somebody that undergoes proper and professional training to impart knowledge to other individuals. He is saddled with the responsibility of translating policy into action and principles, encourage and guide the students, maintain proper order and discipline and facilitate the teaching-learning process. According to Teachmint (2014) a teacher is a teaching professional who is meant to help the students to gain knowledge, competence and virtue. The role

of a teacher is to shape the students' behavior; hence it involves both the requisite qualification and passion for teaching.

Having recognized the important role of quality teachers in the provision of quality education in the country, the Federal government established the Teacher Education programme whose goals among others are to "produce highly motivated, conscientious and efficient classroom teachers for all levels of the educational system, provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to changing situations" (NPE, 2014). Umoh (2016) established that teacher education refers to professional education given to teachers to enable them develop the type of attitudes and skills and knowledge required to make them teach effectively. It includes training and education that they receive before commencement of service (pre-service) and during service (in-service or on-the-job). Ivowi (2014) averred that the initial teacher professional training to get him or her prepared for teaching and the teachers' continuous professional development to keep him or her abreast of the current developments in the teaching profession is the concern of teacher education - 'a specialized area of education'. The author further noted that Teacher Education is the educative process through which all teachers in the nation are professionally trained to qualify for the teaching task as well as acquire competencies to keep abreast of changes or innovations in teaching consequent upon technological developments that are impacting on teaching and learning.

There are two distinct meanings of competence in education. From a theoretical point of view competence is understood as a cognitive structure that facilitates specified behaviors. From an operational point of view, competence seems to cover a broad range of higher order skills and behaviors that represent the ability to deal with complex, unpredictable situations. This operational definition include knowledge, skills, attitudes, meta cognition and strategic thinking and presupposes conscious and intentional decision (Kumar, 2013). Philip and Ramya (2017), defined professional competencies as the set of knowledge, skills, values, attitudes, capacities and beliefs people need for success in a profession. Rahman (2014) sees professional competence as competence related to the ability to master the knowledge. He further stated that teacher's pedagogical competence is the ability to manage learning which includes planning, implementation and evaluation of learning outcomes of learners. Every teacher should possess these competencies in order to achieve success in curriculum delivery.

Competence is usually associated with highly professional performance and there is a direct link in the field of education between a teacher's professional competence and pupil performance (Kumar, 2013). Teachers are to be professionally trained, socialized into the rubrics of the complex task of teaching and in fact equipped professionally with the requisite teaching competencies that are desired for their teaching effectiveness, which is one of the core subjects across all levels of secondary schools in Nigeria. Therefore, it is important for any teacher teaching such an important subject to have the necessary professional competencies in order to achieve effective curriculum delivery in classroom.

Competencies such as collaboration and team work, coaching and engagement, interpersonal skills, classroom management and work ethics are important competencies which can influence curriculum delivery in classroom.

Collaboration is the act of cooperation among teachers to achieve a common goal. Alludo (2022) observed that collaboration helps teachers brainstorm creative ideas and lesson plans. It gives teachers the opportunity and freedom to brainstorm new ideas that they can use to achieve effective curriculum delivery in classrooms. For example, teachers may swap ideas on how to introduce complex concepts to students, collaborate on lesson planning or even brainstorm ways to engage students who are struggling with learning. Similarly, teamwork refers to a group of people working together to achieve a common goal. Vangrieken, Dochy, Raes and Kyndt, (2015) noted that teamwork does not only deters teachers from working in isolation, it also improves pedagogical practices and advances student acumen and achievement.

Coaching and engagement can aid teacher's curriculum delivery. Coaching is a method of training, counseling or instructing an individual or a group how to develop skills to enhance their productivity or overcome a performance problem (Talentlyft, 2017). Coaching can be used to improve the curriculum delivery of teachers especially the newly recruited teachers. Engagement in the teaching profession essentially is a synonym for teacher commitment, dedication and involvement in their workspace. Teachers that are engaged and committed to their work will seek new strategies that can help them deliver the curriculum effectively.

Interpersonal skills are those skills which help a person to communicate well. It is a communication that takes place between two individuals. The communication can be verbally, non-verbally, through gestures, through eye contacts and movements. Those with exceptional interpersonal skills are strong verbal and no verbal communicators who interact through gestures, eye movements and different postures and are regarded as excellent communicators. All these skills or abilities are necessary for teachers to acquire for effective curriculum delivery. Strong interpersonal skills, particularly communication skills, enables teachers understand the requirements of each student. According to Teachmint (2021) the effectiveness of a teachers' interpersonal skills will enhance the quality of their lecture or teaching method. Teachers must have a variety of skills including communication, empathy, positive motivation, effective and positive body language and humour. All these skills will aid the teacher in effective curriculum delivery.

Classroom management is another professional competency that can aid effective curriculum delivery by the teacher. Classroom management refers to the ways that teachers ensure that their classrooms are conducive to learning (Edubirdie, 2021). This involve preventing and intervening in disruptive behaviours, creating the right environment and setting clear expectations. Classroom management is often seen as a necessary part of teaching, as it can help create optimal conditions for learning. When classrooms are managed effectively, it makes it easy for teachers to teach effectively and efficiently, as it helps reduce the amount of time spent dealing with disruptive behavior.

Lastly, work ethics is another type of competence a teacher should possess for effective curriculum delivery. Work ethics can be seen as teacher's professional code of conduct. It is a guiding principle aimed to assist professionals conduct work with commitment, dedication, sincerity, honesty and integrity (Sherpa, 2018). A teacher who is always punctual to school, goes to class to teach when it is her subject time and is committed and dedicated to her duties will surely cover the curriculum. Teachers work ethics is purposely designed to protect the rights of the students. It becomes crucial for teachers to understand their work ethics and values before entering into teaching profession.

Teachers' professional competencies are important for the process of students' well development in ensuring quality learning. It has positive effects on students' academic development and skills and helps teachers to improve their teaching techniques that will ultimately lead to effective curriculum delivery. Teachers are the determinants of effective and efficient curriculum delivery at every level, so they should be grounded in their respective areas of specialization. Obilo (2021) asserted that teachers should be competent, effective, always available and should have job satisfaction. From the foregoing importance of teacher's professional competencies, it is believed that curriculum delivery can be improved by teachers with the right type of professional competencies.

Curriculum delivery is also known as curriculum implementation or curriculum interpretation which usually takes place in the classroom by the teacher. Umoh (2024) referred to curriculum delivery as the way teachers implement/deliver instruction and assessment in each subject area through the use of specified resources provided in a curriculum. Umoh (2017) viewed curriculum delivery or implementation as the interaction between the teacher, the learners and the contents of the curriculum which embodies structure, organization, methods and evaluation. Umoh and Simon (2020) established curriculum delivery or implementation as the interaction that takes place between the teacher and the learner in the classroom. They further asserted that it involves the conscious effects of the teacher towards the attainment of educated goals and objectives. It refers to how teachers deliver instruction and assessment through the use of specified resources provided in a curriculum (Nevenglosky and Cale, 2019). Curriculum delivery can also be seen as how the planned course of study is translated by the teacher into syllabuses, scheme of work and lesson plan to be delivered to students in classroom. It is the practical application of theory into practice in a way that the eventual outcome is evidenced through the learner's performance in and outside the classroom (Bediak, 2019). When teachers deliver both the curriculum content and instructional strategies in the way and manner there are designed to be delivered, curriculum delivery is said to have occurred. However, the ability and effectiveness of the teacher to carry out curriculum delivery depends to large extent on some variables like knowledge /experience, professional qualification, availability of resources and motivational issues among others (Bediak, 2019).

On the contrary, it has been observed that there are many unqualified and unprofessional teachers in classrooms today who do not even know the rudiments of teaching. Some do not

know how to make lesson notes or how to use appropriate instructional materials for effective teaching. They lack the skills and professional competencies for teaching and this leads to poor curriculum delivery and in turn affects the performance of students in both internal and external examinations. This has also been observed by Akinduyo (2014) who noted that teaching profession lacks the germane characteristics of a viable profession. For example, entrance and certification is not strictly controlled by the set standards. This is believed to have opened the gate for unqualified staff to erode the standard of teaching profession. Okon (2017), also noted that a major setback in effective curriculum implementation delivery is the problem of unqualified teachers, especially professional teachers in the areas like vocational and technical subjects.

The issue of poor curriculum delivery in classroom has become an educational problem in the country and has been a source of concern to researchers and scholars that several researches have been conducted to proffer solution to the problem. However, it appears that studies have not been carried out specifically on Teacher's Professional Competencies in English Language and Curriculum Delivery and this has created a gap, which this study entitled "Teachers' Professional Competencies in English Language and Curriculum Delivery in Senior Secondary Schools in Uyo Education Zone, Akwa Ibom State, Nigeria" is set to fill.

#### STATEMENT OF THE PROBLEM

The lack of strict control of the recruitment process of teachers has led to the influx of untrained, unqualified, unprofessional and incompetent teachers into our classrooms and school system as a whole. This has watered down the quality of teachers and quality of education in the country. These unqualified teachers do not know the rudiments of teaching. Some do not know how to prepare lesson notes or how to deliver the lesson for effective learning to take place. They lack the professional competencies of a teacher which has resulted in poor curriculum delivery as can be noted in the poor performance of students in external examinations.

Teachers' Recruitment into the State Secondary Education Board (SSEB) by the state government has been filled with unprofessional teachers. The enrolment of teachers into Teachers Registration Council of Nigeria (TRCN) which is supposed to be the requirement for recruiting teachers and which could have helped in screening out unprofessional and unqualified teachers has not been given consideration. The invitation for application was for all graduates across all departments. This is contrary to the provision of the National Policy on Education which stipulates that "only professionally qualified and registered teachers shall be allowed to practice at all levels" (NPE, 2014). The recruitment of unprofessional and unqualified teachers into the classroom has resulted to the under performances of students which is caused by poor curriculum delivery and which has become a societal problem that has led many researchers to conduct several studies in related areas with a view of finding solution to the problem. However, related studies have been carried out but no studies have been conducted on Teachers' Professional Competencies and curriculum delivery in English Language. This established

a gap which study Teachers' Professional Competencies on Curriculum Delivery among Teachers in Senior Secondary Schools in Uyo Education Zone of Akwa Ibom State, Nigeria will attempt to fill.

#### PURPOSE OF THE STUDY

The main purpose of this study is to examine the influence of Teachers' Professional Competencies on Curriculum Delivery in Senior Secondary Schools in Uyo Education Zone of Akwa Ibom State. Specifically, this study sought to find out;

- ✓ The influence of teachers' collaboration and team work on curriculum delivery in senior secondary schools in Uyo education zone.
- ✓ The influence of teachers' coaching and engagement on curriculum delivery in senior secondary schools in Uyo education zone.
- ✓ The influence of teachers' interpersonal skills on curriculum delivery in senior secondary schools in Uyo education zone.
- ✓ the influence of teachers' classroom management on curriculum delivery in senior secondary schools in Uyo education zone.
- ✓ The influence of teachers' work ethics on curriculum delivery in senior secondary schools in Uyo education zone.

#### Research Hypotheses

The following null hypotheses were formulated to guide the study:

- ✓ There is no significant influence of teachers' collaboration/team work on curriculum delivery in senior secondary schools in Uyo education zone.
- ✓ There is no significant influence of teachers' coaching/engagement on curriculum delivery in senior secondary schools in Uyo education zone.
- ✓ There is no significant influence of teachers' interpersonal skills on curriculum delivery in senior secondary schools in Uyo education zone.
- ✓ There is no significant influence of teachers' classroom management on curriculum delivery in senior secondary schools in Uyo education zone.
- ✓ There is no significant influence of teachers' work ethics on curriculum delivery in senior secondary schools in Uyo education zone.

## II. LITERATURE REVIEW

### COLLABORATION /TEAMWORK AND CURRICULUM DELIVERY

Collaboration is a process in which teachers with different expertise come together to solve a problem or create something new. According to Powell (2017), collaboration takes place when members of an inclusive learning community work together as equals to assist students to

succeed in the classroom. This may be in the form of lesson planning with the special needs child in mind or co-teaching a group of class. For collaboration to be successful team members need to be willing to share their ideas openly and listen to the suggestions of others. The end result is usually a better product or solution than what any individual could have achieved independently. The collaboration of educators is needed as the accountability for students' performances increases. At the school level, collaboration and a focus on instruction influence productivity, morale, teacher retention and ultimately students' achievement. The role of administrators is to provide a collaborative culture where teachers are empowered to analyze and work together to solve problems (Ervin, 2011).

Collaboration encourages teachers to grow and develop by engaging with other educators. It gives the newly employed teachers the opportunity to learn from the wealth of experiences of the old teachers and the old teachers can also learn from the newly recruited teachers. Ronfeldt, Farmer, McQueen & Grissom, (2015) noted that Schools with higher levels of teacher collaboration have higher levels of student achievement and see greater improvements in teaching practice. When teachers come together through collaboration, they can discuss various teaching strategies which aids effective curriculum delivery in their different subject areas, offering examples from their own experience. As they discuss, they are tapping and learning from the wealth of experience of one another. As teachers collaborate and share ideas among themselves be it in the area of classroom management practices, special needs student or curriculum delivery, they contribute to each other's bank of best practices. This helps to improve teacher's curriculum delivery and also contribute to the overall school improvement.

Similarly, teamwork can also aid effective curriculum delivery. Teamwork is the ability to work with others through cooperation and communication to accomplish a common goal. Cherkwski & Schnellert, (2018) opined that teamwork is fundamental to successful organizations, and more specifically to good teaching. For teamwork to be effective, members must understand the team's purpose, work toward that purpose, and be both independent of and dependent on other members to accomplish the task. Communication is very critical for the success of teamwork. Teamwork can lead to a decrease in workplace errors, higher rates of satisfaction among employees and clients, and provide opportunities for continuous improvement among professionals (Ballangrund, 2017; Hwang and Ahn, 2015). Teamwork has the potential to motivate teachers, reduce workload, and increase self-efficacy (Vangrieken et al., 2015). It impacts teaching practices and influences teacher's personal growth. Teamwork helps teachers by giving them role models, other teachers to talk to about best practices, and the opportunity to examine different perspectives and opinions. When teachers work as a team they learn and grow together as they see things from others' points of view. An effective team taps the expertise of each person, honors the opinions of all and compels each member to be curious, inquisitive and resourceful professional learners and problem solvers. Agarwal and Adjirackor (2016) view teamwork as an impetus for instructional performance and increased productivity. Teams can be established to facilitates

teachers' capacity development and integration of innovative ideas for effective curriculum delivery.

Both collaboration and teamwork involve creativity and a willingness to compromise. Working together towards a common goal is key to the success of any team. Teamwork and collaboration help organizations achieve their goals by pooling the talents and resources of employees (Teamstage, 2020). If teachers work as a team, share ideas among themselves it will help them achieve effective curriculum delivery in classroom as they keep learning from each other daily through collaboration and teamwork. Buckwalker (2010) averred that one of the keys to improving instruction in schools is successful collaboration among teachers. The author noted that when teachers work together to solve problems, they benefit from one another's expertise and years of experience. Collaborative design positively affects both professional development and the implementation of curriculum change, because teachers develop competencies and practice and develop ownership of the change. Professional development through collaborative design in teams, which is specific and linked to the curriculum influences teachers' knowledge and practice and impacts implementation of curriculum change (Joke, Jules and Adam, (2016).

#### TEACHERS' COACHING/ENGAGEMENT AND CURRICULUM DELIVERY

Coaching is a process that aims to improve performance and focuses on the 'here and now' rather than on the distant past or future. In coaching, fundamentally, the coach helps the individual to improve their own performance. In other words, the coach helps them to learn. According to Global Digital Library a coaching approach reveals knowledge and resources through a process of self-discovery. Coaching stands out as a way to influence teachers' practice (Wood *et al.*, 2016). It is a fantastic opportunity for experienced teachers to develop themselves further. But also, for new teachers it can give them the confidence, skills and self-awareness for a long and successful teaching career (Rica, 2023). Teachers' coaching is a method of professional development that incorporates feedback and support often through modeling of a focused practice and classroom observations followed by reflection conversations (Cleaver, Detrich and States, 2018). The goal is to change teacher's behavior with the ultimate goal of improving student achievement. Teacher coaching is important because what teachers do in the classroom matters; their behavior or classroom practices can hinder effective curriculum delivery which will in turn affect the achievement of students. Clearver et al; (2018) enumerated models of teacher coaching to include:- peer coaching, supervisory coaching, side-by-side coaching, remote coaching, and multilevel coaching.

Peer coaching occurs when teachers are provided with observation, feedback and coaching by a fellow teacher. Side-by-side coaching occurs when a coach provides in the moment feedback that is directly connected to a focus practice. It is characterized by being led by another teacher or staff member and provides an opportunity to learn together (Akhavan, 2015). It may also involve co-teaching the lesson to

model implementation of the focus practice. After the side-by-side coaching, the coach and the teacher can meet for feedback and discussion of the strengths and weaknesses of the teacher for correction. Buckwalker (2010) carried out a study on improving delivery of instruction through peer coaching to see if they improved teachers' delivery of instruction and if they had significant impact on students' performance. The study revealed that peer coaching was found to increase the accurate use of skills that teachers learned through professional development.

Remote coaching occurs remotely through the use of technology, such as web cams and online chat platforms. In remote or virtual coaching, a coach observes a teacher remotely through a video feed and provides either immediate feedback through a "bug-in-ear" device or through a follow-up conversation (Clearver et al, 2018). Whereas, multilevel coaching is coaching provided within a model of multi-tiered system of supports like in-service training, supervisory coaching or side-by-side coaching for teachers to support full implementation of curriculum. Within this model teachers are provided with a one-time workshop. Coaching is an effective way to help teachers achieve effective curriculum delivery.

Engagement in the teaching profession essentially is a synonym for teacher commitment, dedication and involvement in their workspace. Tucker (2021) see teacher engagement as a multidimensional motivational construct that reflects a teacher's choice to dedicate energy resources to their work. According to Raphael (2019), there are two kinds of teacher engagement. The first is rules and regulations of the school. These rules clearly specify what a teacher is expected to do and to what extent she can exercise her autonomy. The mandatory aspect of such rules ensures that a teacher remains officially engaged within the school environment and execute his/her duties during school hours. The second kind of engagement is the teachers' self-motivation. The willingness and interest of a teacher to work beyond her mandatory duties varies from one individual to another.

Engaged teachers deliberately indulge in seeking newer teaching strategies that will help them achieve effective curriculum delivery (Raphael, 2019). A positively engaged teacher is one who prioritizes quality instructional delivery, seeks out latest ideas and best practices, frequently monitors students' progress and provides feedback, as well as modifies their instruction to meet the needs of their students. There are three dimensions to engagement. They include:- cognitive teacher engagement, emotional teacher engagement and physical teacher engagement.

Cognitive teacher engagement centers on focus and attention. Cognitive dimension is present when a teacher is absorbed in his/her work and devotes cognitive resources to work-related tasks. Emotional teacher engagement has to do with teachers demonstrating enthusiasm, interest in carrying out their duties in classroom. Emotionally engaged teachers demonstrate happiness at work. It addresses teacher's positive emotional responses to their work. Physical or social teacher engagement is associated with the energy a teacher exerts to complete his/her work in classroom or school. It refers to teacher's investment of energy in establishing connections with and concerning for students and colleagues.

## TEACHERS' INTERPERSONAL SKILLS AND CURRICULUM DELIVERY

Interpersonal skills are the skills required to effectively communicate, interact and work with individuals and groups. According to Ofojebe and Akudo, (2021), interpersonal skills are a capability or skill possess by someone who is not a talent but is the result of training or education and experience in communication, understanding others and managing conflict. Interpersonal skills include verbal and non-verbal communication, the ability to handle conflict, teamwork, empathy, listening and having a positive attitude. It is also known as emotional intelligence, soft skills and employability skills (Doyle, 2022). Being flexible and positive, able to listen and communicate well are important criteria for success at work. One of the most important interpersonal skills in any job is communication. It is very important for teachers to have interpersonal skills so as to enable them communicate appropriately with the learners because it is through communication and interaction with the students that the teacher will be able to deliver the curriculum.

Also, teachers must be skilled in listening to their students as well as explaining things clearly to them. Teacher's communication skills are seen in terms of skills to convey ideas clearly, smoothly and easy to understand using effective language, interesting intonation and outspoken and behavior movement that is able to attract and retain the interest of the students to continue listening (Norlizen, 2017). The teacher's failure or inability to communicate effectively will not only cause the students to lose interest in the subject but will also fail to achieve the lesson objectives and in such situations the curriculum has not been delivered. A teacher must be able to communicate the message to the student in class. He should be able to make the concept clear to the class with adequate illustrations and explanations. He should also understand the students individually, having at the back of his mind that not every student in class is brilliant. He should be able to make the class lively and interactive so that he can also listen to the students. A boring class is usually as a result of poor communication skills. The teacher should be able to demonstrate concern and care for the students. All of these cannot be achieved if the teacher lacks interpersonal skills and lack of interpersonal skills will hinder or mar the teacher's curriculum delivery in class because he cannot communicate or interact or explain things to the learners.

## TEACHERS' CLASSROOM MANAGEMENT AND CURRICULUM DELIVERY

Classroom Management is the strategy or technique teachers use to ensuring that classroom lessons run smoothly without disruptive behavior from students compromising the delivery of instruction. It includes the prevention of disruptive behavior preemptively, as well as effectively responding to it after it happens. Such disruptions may range from normal peer conflict to more severe disturbances of the social class dynamics, such as bullying among students, which make it impossible for the affected students to concentrate on their school work and result in a significant deterioration of their school performance. It is a difficult aspect of teaching for

many teachers. Classroom management relates to the actions which help the teacher to organize and coordinate the student in the classroom so that instruction can take place. It is an integral and important factor of the teaching outcome. A well organized classroom is the place where routine things that should be done have been established in order to ensure smooth functioning of all the activities. Is it the development of an effective classroom organization. With integration and effective use of the teacher's basic qualities, that is, good knowledge of the learner, good knowledge of the subject matter and good knowledge of the methods of instruction. It includes the efforts and techniques the teacher uses to ensure that every learner in the class learns and develops fully with a minimal interference when it does occur.

## WORK ETHICS AND CURRICULUM DELIVERY

Work ethics is an expression of organizational discipline. It is an attempt to manage human resources to conform to the norms and values prevalent in a vocation, profession or work setting (Oparaji, Ugwu and Chime, 2021). Professional ethics promotes equality, non-partiality and a collaborative mindset within a workplace environment. Maintaining ethical standards ensures that all people at the workplace are treated equally and respectfully and it is a must for the prosperity of the school or organization as well as the development of a person's personality. In a school setting, ethics is a terminology that represents work attitude and discipline. Falloma and Canruff, (2013), opined that work ethics comprises behavioral specifications and institutional norms that form the collegiality of the school.

Teachers' work ethics is like a guide, which facilitates the teacher to provide quality education and inculcate good values among learners. The teachers work ethics will enlighten the teachers that they have a major role in bringing desirable changes in the behavior of the students. A teacher having a sense of his/her work ethics will treat their learners with love, care, affection and commitment. Sherpa (2018) noted that apart from having a good academic and professional qualifications, teachers should also possess the knowledge of their professional work ethics. The purpose of ethics in school according to Walther (2013) is to ensure that teacher's behaviors are aligned with those values management and the entire school have agreed to accept. Any behavior from a teacher that appears strange or considered contrary to what is acceptable in a particular school is regarded as unethical. Ethics are aimed at establishing the integrity of a teacher and the school where he is teaching. Within the teaching profession, rules of ethics include but not limited to teacher's punctuality to school, lesson preparation and delivery and decent dressing. A teacher has to take time to prepare his lesson and he does that with the use of relevant and current books and non-book materials in the concerned or affected subject area (Oparaji, Ugwu and Chime, 2021).

Teachers must respect the dignity and rights of the students in expressing their opinion. They are also expected to deal with all students justly and impartially irrespective of their religion, gender, political affiliation, social class and physical appearance. Teachers are so expected to treat other teachers and staff (teaching and non-teaching staff) with

respect. They are expected to help each other grow professionally and be willing to assist each other when the need arises (Teachmint, 2022). Teachers must demonstrate integrity, impartiality and ethical behavior in the classroom and in their conduct with parents and co-workers (Edubiridie, 2021). Teachers are expected to demonstrate the following ethical behaviours:-Punctuality to work, loyalty towards duty, dutifulness, respect for the profession, respect for the institution and school community, respect for co-staff, strictness, truthfulness and honesty, good behavior towards students, motivational attitude, personal integrity and accountability, responsibility to parents and the community at large.

### III. RESEARCH METHODOLOGY

The study adopted the Ex-post facto research design. This design was considered suitable for the study, because the aim is to observe the effect of what has already occurred without manipulating the characteristics of the variables. Because the variables under investigation had already occurred and could not be experimentally manipulated. Simon and Goes (2013) opined that ex-post facto research design is ideal for conducting research when it is not possible or acceptable to manipulate the characteristics of the human participants. It is a substitute for the experimental research and can be used to test hypotheses about cause-and-effect or correlation relationships. This research design utilizes instruments like questionnaire for the collection of data.

The population of the study comprises all students in senior secondary school in the eighty-nine (89) public senior secondary schools in the area of study during the time this study was conducted with the total population of 63,668 students (State Secondary Education Board, 2023). The sample for the study was 398. Since the population was very high, Tao Yamane formula was used to select the sample for the study.

$$\begin{aligned} \text{Tao Yamane Formula: } n &= \frac{N}{(1+N(e)^2)} \\ &= \frac{63,668}{1 + 63,668 (0.05)^2} \\ &= \frac{63,668}{1 + 63,668 \times (0.0025)} \\ &= \frac{63,668}{1 + 159.17} \\ &= \frac{63,668}{160.17} \\ &= 397.5 \\ &= 398 \end{aligned}$$

Stratified random sampling technique was used to select and group the schools according to Local Education Committee (L.E.C.s). thereafter, a total of 17 schools were selected to represent 20% of the number of schools in each stratum were selected. Finally, simple random sampling technique was used to select 23 respondents from each school

selected for the study. Two instruments titled Teachers' Professional Competencies Questionnaire (TPCQ) and Curriculum Delivery Questionnaire (CDQ) were used for data collection. The instrument was validated by three experts, two experts in Curriculum and Instruction and one expert in Research Methodology all in University of Uyo. To establish the reliability of the instrument, a pilot test was carried out using thirty (30) students who were not part of the study but were representatives of the main study population. The researcher administered the instrument once to the respondents. Cronbach Alpha Statistical Analysis was used to analyze the obtained. This yielded a reliability coefficient of 0.70 and was considered reliable and suitable for the study. Data analyses were computed using Mean and Standard Deviation in answering the research questions and Independent T-Test analysis was used to test the research hypotheses.

### TESTING OF HYPOTHESES

The null hypotheses were tested at 0.05 alpha level of significance using independent t-test.

#### HYPOTHESIS 1

There is no significant influence of teachers' collaboration/team work on curriculum delivery in senior secondary schools in Uyo Local Government Area.

Variables	Teachers' Collaboration	N	$\bar{X}$	SD	df	t-cal	t-crit	Decision
Curriculum Delivery	High	279	36.01	5.59	393	4.17*	1.96	Rejected
	Low	116	28.81	4.56				

\* =Significant at 0.05 alpha level.

Table 1: Result of Independent T-Test Analysis of the Influence of Teachers' Collaboration/Team Work on Curriculum Delivery

Results in Table 1 shows that the calculated t-value of 4.17 is higher than the critical t-value of 1.96 at 0.05 alpha levels with 393 degrees of freedom. This revealed that the null hypothesis which postulated that there is no significant influence of teachers' collaboration/team work on curriculum delivery in senior secondary schools in Uyo Local Government Area is rejected and alternative retained. This implies that there is a significant influence of teachers' collaboration/team work on curriculum delivery in senior secondary schools in Uyo Local Government Area. The inference is that teachers' collaboration/team work influences curriculum delivery.

#### HYPOTHESIS 2

There is no significant influence of teachers' coaching/engagement on curriculum delivery in senior secondary schools in Uyo Local Government Area.

Variables	Teachers' Coaching	N	$\bar{X}$	SD	df	t-cal	t-crit	Decision
Curriculum Delivery	High	202	36.84	5.27	393	5.84*	1.96	Rejected
	Low	193	27.98	4.88				

\* =Significant at 0.05 alpha level.

*Table 2: Result of Independent T-Test Analysis of the Influence of Teachers' Coaching/Engagement on Curriculum Delivery*

Results in Table 2 shows that the calculated t-value of 5.84 is higher than the critical t-value of 1.96 at 0.05 alpha levels with 393 degrees of freedom. This revealed that the null hypothesis which postulated that there is no significant influence of teachers' coaching/engagement on curriculum delivery in senior secondary schools in Uyo Local Government Area is rejected and alternative retained. This implies that there is a significant influence of teachers' coaching/engagement on curriculum delivery in senior secondary schools in Uyo Local Government Area. The inference is that teachers' coaching/engagement influences curriculum delivery.

**HYPOTHESIS 3**

There is no significant influence of teachers' interpersonal skills on curriculum delivery in senior secondary schools in Uyo Local Government Area.

Variables	Teachers' Interpersonal Skills	N	$\bar{X}$	SD	df	t-cal	t-crit	Decision
Curriculum Delivery	High	257	35.09	5.25	393	4.39*	1.96	Rejected
	Low	138	29.73	4.78				

\* =Significant at 0.05 alpha level.

*Table 3: Result of Independent T-Test Analysis of the Influence of Teachers' Interpersonal Skills on Curriculum Delivery*

Results in Table 3 shows that the calculated t-value of 4.39 is higher than the critical t-value of 1.96 at 0.05 alpha levels with 393 degrees of freedom. This revealed that the null hypothesis which postulated that there is no significant influence of teachers' interpersonal skills on curriculum delivery in senior secondary schools in Uyo Local Government Area is rejected and alternative retained. This implies that there is a significant influence of teachers' interpersonal skills on curriculum delivery in senior secondary schools in Uyo Local Government Area. The inference is that teachers' interpersonal skills influences curriculum delivery.

**HYPOTHESIS 4**

There is no significant influence of teachers' classroom management on curriculum delivery in senior secondary schools in Uyo Local Government Area.

Variables	Teachers' Classroom Management	N	$\bar{X}$	SD	df	t-cal	t-crit	Decision
Curriculum Delivery	High	284	38.12	5.63	393	6.24*	1.96	Rejected
	Low	111	26.70	4.59				

\* =Significant at 0.05 alpha level.

*Table 4: Result of Independent T-Test Analysis of the Influence of Teachers' Classroom Management on Curriculum Delivery*

Results in Table 4 shows that the calculated t-value of 6.24 is higher than the critical t-value of 1.96 at 0.05 alpha levels with 393 degrees of freedom. This revealed that the null hypothesis which postulated that there is no significant influence of teachers' classroom management on curriculum delivery in senior secondary schools in Uyo Local

Government Area is rejected and alternative retained. This implies that there is a significant influence of teachers' classroom management on curriculum delivery in senior secondary schools in Uyo Local Government Area. The inference is that teachers' classroom management influences curriculum delivery.

**HYPOTHESIS 5**

There is no significant influence of teachers' work ethics on curriculum delivery in senior secondary schools in Uyo Local Government Area.

Variables	Teachers' Work Ethics	N	$\bar{X}$	SD	df	t-cal	t-crit	Decision
Curriculum Delivery	High	284	37.80	5.71	393	7.11*	1.96	Rejected
	Low	111	27.02	4.63				

\* =Significant at 0.05 alpha level.

*Table 5: Result of Independent T-Test Analysis of the Influence of Teachers' Work Ethics on Curriculum Delivery*

Results in Table 5 shows that the calculated t-value of 7.11 is higher than the critical t-value of 1.96 at 0.05 alpha levels with 393 degrees of freedom. This revealed that the null hypothesis which postulated that there is no significant influence of teachers' work ethics on curriculum delivery in senior secondary schools in Uyo Local Government Area is rejected and alternative retained. This implies that there is a significant influence of teachers' work ethics on curriculum delivery in senior secondary schools in Uyo Local Government Area. The inference is that teachers' work ethics promotes curriculum delivery.

**IV. SUMMARY OF FINDINGS**

The findings are as follows:

- ✓ There is significant influence of teachers' collaboration/team work on curriculum delivery in senior secondary schools in Uyo education zone.
- ✓ There is significant influence of teachers' coaching/engagement on curriculum delivery in senior secondary schools in Uyo education zone.
- ✓ There is significant influence of teachers' interpersonal skills on curriculum delivery in senior secondary schools in Uyo education zone.
- ✓ There is significant influence of teachers' classroom management skills on curriculum delivery in senior secondary schools in Uyo education zone.
- ✓ There is significant influence of teachers' work ethics on curriculum delivery in senior secondary schools in Uyo education zone.

**V. DISCUSSION OF FINDINGS**

TEACHERS' COLLABORATION/TEAM WORK AND CURRICULUM DELIVERY IN SENIOR SECONDARY SCHOOLS IN UYO EDUCATION ZONE

Results in Table 1 shows that the calculated t-value is higher than the critical t-value. Therefore, the null hypothesis



which postulated that there is no significant influence of teachers' collaboration/team work on curriculum delivery in senior secondary schools in Uyo Education Zone is rejected and alternative retained. This implies that there is a significant influence of teachers' collaboration/team work on curriculum delivery in senior secondary schools in Uyo Education Zone. This so because when teachers collaborate, they share ideas and brainstorm which gives room for the newly recruited teachers to learn and tap ideas from the expertise of teachers with years of experience and this helps the teachers to improve on their curriculum delivery. The result is supported by the observation of Ronfeldt, McQueen & Grissom, (2015) who observed that schools with higher levels of teacher collaboration have higher levels of student achievement and see greater improvements in teaching practice. Also, this result is in agreement with the opinions of Vangrieken, Dochy, Raes and Kyndt, (2015) who opined that teamwork does not only deters teachers from working in isolation, it also improves pedagogical practices and advances student acumen and achievement. The result is inline with the findings of Samphina (2018) who found out that school teamwork policy influence teachers job performance in public secondary schools.

#### TEACHERS' COACHING/ENGAGEMENT AND CURRICULUM DELIVERY IN SENIOR SECONDARY SCHOOLS IN UYO EDUCATION ZONE

Results in Table 2 shows that the calculated t-value of 5.84 is higher than the critical t-value of 1.96 at 0.05 alpha levels with 393 degrees of freedom. Thus, the null hypothesis which postulated that there is no significant influence of teachers' coaching/engagement on curriculum delivery in senior secondary schools in Uyo Education Zone is rejected and alternative retained. This implies that there is a significant influence of teachers' coaching/engagement on curriculum delivery in senior secondary schools in Uyo Education Zone. The inference is that teachers' coaching/engagement influences curriculum delivery. This is because, teachers' Coaching/engagement gives teachers the opportunity to learn and master new skills on curriculum delivery. As teachers undergo coaching which is like orientation or retraining they improve of their curriculum delivery skills. This result is in agreement with the study of Wey-Amacwhule and Udofia (2022) who found out that to a high extent teachers orientation on classroom management, teaching methods, continuous assessment and instructional materials influence instructional delivery in public schools in Rivers State. The result is also supported by the findings of Buckwalker (2010) who revealed that peer coaching was found to increase the accurate use of skills that teachers learned through professional development.

#### TEACHERS' INTERPERSONAL SKILLS AND CURRICULUM DELIVERY IN SENIOR SECONDARY SCHOOLS IN UYO EDUCATION ZONE

Results in Table 3 shows that the calculated t-value of 4.39 is higher than the critical t-value of 1.96 at 0.05 alpha levels with 393 degrees of freedom. This revealed that the null hypothesis which postulated that there is no significant

influence of teachers' interpersonal skills on curriculum delivery in senior secondary schools in Uyo Education Zone is rejected and alternative retained. This implies that there is a significant influence of teachers' interpersonal skills on curriculum delivery in senior secondary schools in Uyo Education Zone. The inference is that teachers' interpersonal skills influences curriculum delivery. This result is in agreement with the findings of Ofojebe and Akudo (2022) who found out that there is a strong correlation between interpersonal skills and teachers' job performance. It was recommended that teachers should develop their interpersonal skills in order to enhance their job performance in secondary schools. The study is also in line with the opinion of Teachmint (2021) who opined that the effectiveness of a teacher's interpersonal skills will enhance the quality of their lecture or teaching method which ultimately leads to effective curriculum delivery.

#### TEACHERS' CLASSROOM MANAGEMENT SKILLS AND CURRICULUM DELIVERY IN SENIOR SECONDARY SCHOOLS IN UYO EDUCATION ZONE

Results in Table 4 shows that the calculated t-value of 6.24 is higher than the critical t-value of 1.96 at 0.05 alpha levels with 393 degrees of freedom. This revealed that the null hypothesis which postulated that there is no significant influence of teachers' classroom management on curriculum delivery in senior secondary schools in Uyo Education Zone is rejected and alternative retained. This implies that there is a significant influence of teachers' classroom management on curriculum delivery in senior secondary schools in Uyo Education Zone. The inference is that teachers' classroom management influences curriculum delivery. The result is supported by the findings of Nemine, Torunariya and Sele (2019) who found out that classroom management has great influence on effective delivery of instructional process in their study. Effective classroom management was also discovered to provide a calm environment for effective teaching and instructional process in post primary schools, while ineffective poor classroom management affects the instructional process negatively.

#### TEACHERS' WORK ETHICS AND CURRICULUM DELIVERY IN SENIOR SECONDARY SCHOOLS IN UYO EDUCATION ZONE

Results in Table 5 shows that the calculated t-value of 7.11 is higher than the critical t-value of 1.96 at 0.05 alpha levels with 393 degrees of freedom. This revealed that the null hypothesis which postulated that there is no significant influence of teachers' work ethics on curriculum delivery in senior secondary schools in Uyo Education Zone is rejected and alternative retained. This implies that there is a significant influence of teachers' work ethics on curriculum delivery in senior secondary schools in Uyo Education Zone. The inference is that teachers' work ethics promotes curriculum delivery. The result is in agreement with the findings of Ayeni (2018) who found out that there is a significant relationship between teachers' professional ethics and instructional performance.

## VI. CONCLUSION

Based on the findings of this research work, the following conclusions are drawn:

- ✓ There is significant influence of teachers' collaboration/team work on curriculum delivery in senior secondary schools in Uyo education zone.
- ✓ There is significant influence of teachers' coaching/engagement on curriculum delivery in senior secondary schools in Uyo education zone.
- ✓ There is significant influence of teachers' interpersonal skills on curriculum delivery in senior secondary schools in Uyo education zone.
- ✓ There is significant influence of teachers' classroom management skills on curriculum delivery in senior secondary schools in Uyo education zone.
- ✓ There is significant influence of teachers' work ethics on curriculum delivery in senior secondary schools in Uyo education zone.

## VII. RECOMMENDATIONS

The following recommendations are made based on the findings of the study:

- ✓ School administrators or school heads should provide a conducive environment for teachers to collaborate and work as team members to ensure that they share ideas and learn from one another.
- ✓ There should be a routine coaching program conducted for teachers especially the newly recruited teachers so as to keep them abreast or as a measure of seeing what they are doing well and what they are not doing well for immediate correction.

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