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IMPACT OF SOCIAL CONTEXTUAL FACTORS ON TEACHING PRACTICES AT AKANU IBIAM FEDERAL POLYTECHNIC, UNWANA, EBONYI STATE, NIGERIA

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Abstract
The contextual factors influencing teaching practices have become inevitable variables potentially affecting the quality of teaching and learning in polytechnic education. Since teaching occurs in a social context involving various processes and influences, it is imperative to understand the interplay between school and neighborhood environmental factors that might directly or indirectly impact the quality of teaching practices, particularly in a polytechnic environment. This study aims to examine the school and neighborhood effects on teaching practices using a qualitative approach. Ten academic staff members, comprising five indigenes and five non-indigenes of the school neighborhood, participated in the study. Participants were selected using purposive sampling techniques based on specific criteria, with random selection encompassing five different departments from five schools. Data was collected through semi-structured, open-ended, audio-recorded interviews, transcribed, and analysed using content analysis. This method is significant as it enables the researcher to identify underlying themes and patterns systematically and objectively in the participants' responses, providing a rich understanding of their experiences. The study reveals several key findings. Firstly, limited resources hinder teaching practices. Additionally, community involvement is crucial for enhancing teaching and learning. The importance of cultural relevance is also highlighted, with the incorporation of local history and cultural practices into teaching practices promoting cultural relevance and enriching the learning experience. Furthermore, the study shows that the school environment, local neighbourhood, and community expectations are interconnected, collectively shaping teaching practices and educational outcomes.
Keyword: Polytechnic education, teaching practices, community involvement, cultural relevance, educational outcomes

Introduction

The quality of teaching practices in the polytechnic environment is often influenced by the social contextual factors that surround its functionality. There are many issues interacting dynamically in teaching practices in polytechnic education. Considering that the development and productivity of every institution are closely linked with influences from its local situated environment and expectations from its immediate social environment. Poor environmental influences and low expectations are social factors that can hinder the quality of teaching practices in the polytechnic sector. Such factors limit student's development and affect teaching practices. Positive environmental influences and higher expectations are social factors that can enhance the quality of teaching practices and students' development. Such high expectations and positive influences are good motivators for productivity. Thus, social contextual factors are significant variables that can affect the quality of teaching, and they are considered in this study as factors affecting teaching practices in polytechnic education. This is because it involves a range of processes of actions created and experienced by parents, teachers, the school, and the community itself, which shape the teaching and learning methods to foster student development and opportunities (Hillen, 2019). The social processes in education rely heavily on the presence and wellbeing of students and teachers. When social capabilities are diminished by environmental conditions, they are fully affected, impacting productive engagement in educational activities

(Okosun, et al., 2023). The social contextual factors considered in this study are the school and the neighbourhood environment.

The school context

The increasing use of technology-based content in the curricula has led to more flexible teaching and learning environments. Teachers and students can now engage in learning activities at their own pace in various spaces, such as break-out areas outside learning areas spaces, corridors, staircases, or cafeterias (Barrett, et al., 2019). Flexible and adaptable designs for formal and informal learning spaces can provide students with diverse learning opportunities, stimuli, and experiences, as well as help develop non-cognitive skills. However, simply incorporating more technology is not enough, school building and the structure must be designed and equipped to enhance teaching practices.

Teaching and learning are social processes that require human engagement and interaction between as teachers and students. To facilitate this, learning environments should minimize distractions and limitations. A 2015 OECD study in the US investigated the impact of heavy technology investments in schools, yielding mixed results. While moderate computer use in classrooms showed some positive effects on learning outcomes, excessive computer use had negative consequences. The OECD noted that "building deep, conceptual understanding and higher-order thinking requires intensive teacher-student interaction, and technology can sometimes distract from this valuable human engagement." Therefore, technology use must align with school pedagogies, and teachers must address students' social wellbeing through various teaching and learning resources. This also reinforces the argument, stated above, that the school building has to be planned and designed primarily around educational requirements in order for it to be effective as a “third teacher-aid” (Barrett, et al., 2019). This reinforces the importance of designing school buildings around educational requirements, making them effective "third teacher" (Barrett, et al., 2019).

Threats to school safety can significantly impact teaching practices, emanating from both inside and outside the school buildings. It is easy to imagine the distractions that would arise if, for instance, a school's structure was vulnerable to heavy winds, electrical wiring was exposed, windows were broken, or bathrooms were unsanitary. Moreover, if school buildings are prone to be flooding, damage from high winds, exposure to hazardous materials, or decay due to lack of maintenance, it hinders both teaching and learning, making it challenging to achieve optimal academic results (Barrett, et al., 2019). Research has shown that various environmental factors, including spatial configuration, noise, temperature, lighting, and air quality, significantly affect teaching and learning (Schneider, 2002). Furthermore, studies have found that extreme environmental conditions impact the quality of teaching and learning, although this effect diminishes once minimum standards are met (Woolner et al., 2007). Importantly, involving users in the process of change is crucial for effective improvement.

Davies et al. (2013) highlighted the importance of various design elements in fostering creativity, including electricity light, color, sound, and micro-climate. Additionally, they identified space, flexibility, resource availability, and connections to external stakeholders as crucial factors that positively impact teaching practices. This study highlights the critical link between design elements and pedagogical considerations, such as achieving a balance between freedom and structure in learning environments.

Bluyssen (2016) found that design elements can impact teaching and learning through absenteeism and health issues. However, the study highlighted the need for more experimental and longitudinal research in this area. Despite the limited literature, it is clear that the social elements surrounding the school environment can either positively or negatively influence the quality of teaching practices in polytechnic education. This study aims to explore these factors and their impact on teaching practices in the polytechnic sector. By investigating this topic, this research can inform education-based interventions that address challenges and promote quality assurance in polytechnic education.

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The Neighbourhood context

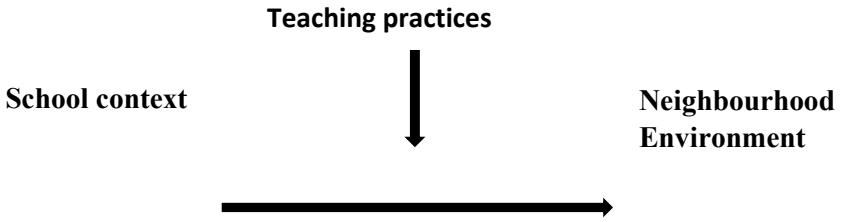
Teaching and learning can take place informally in various settings, such as on the way to school, in streets, libraries, theaters, or even in unexpected places like canteens or hospitals, given the right circumstances (Gehl, 2011; Barrett, et al., 2019). Neighbourhood environment offer a wealth of resources that can be utilised creatively, including communications technology. When there are is space constraints, taking students beyond the school boundaries can be an enriching experience. This can include learning from community elders creating living history projects and other innovative approaches. The local neighborhood environment can impact the quality of teaching practices in the polytechnic sector in these ways.

Polytechnic institutions do not operate in isolation; instead, they are influenced by their local neighbourhoods where it situated which impact their daily activities, development, and productivity directly or indirectly influences its daily activities. Education experts to call for schools to engage with their surrounding communities. This engagement can take various forms, such as the community's intensive use of the school's physical facilities or the extension of students' training and learning into the wider community through internship programmes. This community-based learning approach not only broadens students' knowledge and skills but also enables them to share their expertise with the community, acting as teachers and ambassadors for their institution. By doing so, students reinforce the value placed on education, highlighting its connection to productivity and quality assurance.

School buildings often represent the largest capital asset in residential neighborhoods. offering valuable facilities such as large halls, sports grounds, and equipment that may not be readily available to the local community (Seydel 2017). This can also be a source of internal generated revenue (IGR) for many schools in developing countries like Nigeria. By providing community members with access to these facilities, schools can generate numerous benefits. Although this may occasionally raise security concerns, these can typically be addressed by restricting adult access to facilities outside of regular school hours. Furthermore, this can serve as a vital source of internally generated revenue (IGR) for many schools in developing countries, such as Nigeria.

The school's engagement with the local neighbourhood community can also mean providing students with educational opportunities outside the school extend beyond the campus, offering students educational opportunities that leverage local resources. Integrating the local neighbourhood environment with the school resources can enhance the quality of teaching practices and foster practical learning. Therefore, it is essential to investigate the degree of involvement between the polytechnic institution and its local neighborhood environment, as well as the impact of this relationship on teaching practices, in relation to educational goals. This study aims to explore the influence of the local neighborhood environment on teaching practices in polytechnic education, uncovering the complex relationships and interdependencies between the school and its community that contribute to positive educational outcomes.

Conceptual explanation

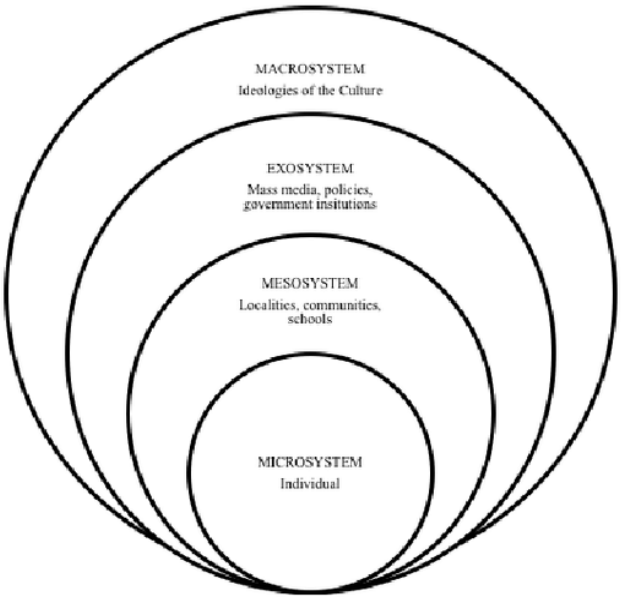


Teaching is not an isolated activity; rather, it is deeply embedded in the community that the school serves. School buildings are often the hub of community life, hosting various civic, social, cultural, and educational events. As such, both teachers and students interact with the surrounding social environment, which can

significantly impact teaching practices. In affluent communities, it is common for schools to share their facilities, such as fields and hall spaces, with the local community. However, in rural areas with lower socio-economic status, where economic development is crucial, the extension of teaching practices and skills into the community is particularly valuable.

Theoretical Explanation

Fig. 1. The Ecological model



The ecological model theory, postulated by Bronfenbrenner (1979), provides a framework for understanding and predicting behaviors influenced by social context. Bronfenbrenner's model consists of nested circles, with the individual at the centre, surrounded by various systems. The microsystem, the innermost circle, comprises the immediate environment and interpersonal relationships that exert the most significant influence. The second circle is the mesosystem, which extends beyond immediate contacts to encompass those with whom the individual has direct contact, such as job, school, church, and neighborhood. The exosystem does not directly affect the individual, but it does impose both negative and positive through communal surroundings and social networks. The macrosystem encompasses broader social, religious, and cultural ideals and influences. Finally, the chronosystem comprises both internal and external time temporal factors, ~~and~~ historical information, includes policy influences (Jill, 2017).

Bronfenbrenner's ecological model theory explains that teaching practices are embedded within a network of nested systems, each influencing the other. Based on According to this model, teaching practices and academic outcomes are shaped by the interplay between school contextual factors and their neighbourhood environment (Stewart, 2007). Furthermore, a school's performance is influenced by a combination of factors, including its cultural, organisational, and structural characteristics, as well as the broader neighborhood context.

Statement of the problem

The quality of education in polytechnic institutions is significantly compromised by inadequate teaching and learning environments. These environments often suffer from a lack of essential resources, such as practical and textual aids, reliable electricity, internet access, and functional furniture. Furthermore, insufficient office spaces and poorly maintained environments exacerbate the challenges faced by educators. Despite their structured organization, polytechnic institutions are vulnerable to social contextual factors that can substantially impact the quality of teaching. This underscores the need for a thorough investigation into the effects of these factors on educational outcomes.

Social contextual factors, including school-neighbourhood influences, play a crucial role in shaping institutional development, policies, and performance assessment. Research highlights the significance of these factors, particularly in rural areas of developing countries, where communities may struggle to contribute to basic education. In Nigeria, poor interactions between schools and host communities have been reported, with communities often disregarding schools and their facilities. However, fostering positive school-community relations can eradicate mistrust and promote mutual respect, ultimately enhancing teaching practices and learning environments. Despite the importance of these factors, there is a scarcity of studies exploring their impact on teaching practices in polytechnic education, highlighting the need for research in this area to inform institution-based interventions and policy development.

Purpose of the study

This study investigated the impact of school and neighbourhood environment on teaching practices at Akanu Ibiam Federal Polytechnic, Unwana. Specifically, the research examined the influence of school contextual factors on teaching practices, assess the effects of neighbourhood environmental factors on teaching practices, and determine the nature of the relationship between the school and its local neighbourhood. By exploring these research objectives, this study provides valuable insights into the complex interplay between school and neighbourhood environments and their impact on teaching practices, ultimately contributing to the development of strategies to enhance the quality of education at the polytechnic. Thus, this study raised the following research questions:

Research questions:

1. To what extent do social contextual factors, including school-neighbourhood influences, impact teaching practices in polytechnic institutions?
2. How do the interactions between polytechnic institutions and their host communities influence the quality of teaching and learning environments?
3. What strategies can polytechnic institutions employ to foster positive relationships with their host communities and mitigate the negative impacts of social contextual factors on teaching practices?

Methodology

This study employed a qualitative research approach, utilizing semi-structured interviews to gather in-depth data from participants. The interview protocol consisted of eight open-ended questions, designed to encourage reflective and detailed responses. All interviews were audio-recorded, and the recordings were subsequently transcribed verbatim. A content analysis approach was used to analyze the transcribed data, involving a systematic identification, coding, and categorization of patterns and themes. This method enabled the researcher to identify underlying themes and patterns in the participants' responses objectively and systematically. Participants were selected using a purposive sampling technique, which involved selecting individuals based on their experiences, characteristics, and perspectives relevant to the research phenomenon. This approach ensured that the selected participants were information-rich and could provide detailed insights into the research topic. By employing this methodology, the study aimed to provide a nuanced understanding of the impact of school and neighbourhood environments on teaching practices, illuminating key themes and beliefs that emerged from the participants' experiences.

Discussion and interpretation of data.

This study employed semi-structured interviews to explore the complex and personal experiences of staff members at Akanu Ibiam Federal Polytechnic, Unwana. Open-ended and probing questions elicited participants' perceptions of the impact of school and neighbourhood environments on teaching practices, yielding rich and insightful data. Content analysis was used to examine the responses, identifying and exploring dominant themes, sentiments, and viewpoints that emerged from the participants' narratives. This analytical

approach provided a nuanced understanding of the complex issues surrounding the interplay between school and neighbourhood environments and teaching practices.

Interview 1

Themes

The interviews revealed several themes that are crucial to understanding the interviewees' experiences and perceptions about the investigated phenomenon. The first interviewee underscored the profound impact of the local neighbourhood on teaching practices at Akanu Ibiam Federal Polytechnic, Unwana, citing factors such as resource availability and socio-economic conditions. The school environment, including infrastructure and resources, also plays a crucial role in shaping teaching and learning. Furthermore, community expectations and cultural values influence the curriculum and teaching methods, while relationships between teachers and local community organisations enhance teaching and learning. However, teachers face various challenges related to the school physical environment and local neighbourhood conditions, which can be addressed through strategies such as community engagement, resource mobilisation, and collaborative problem-solving.

Sentiments/Viewpoints

The interviewee conveyed a strong appreciation for community involvement in teaching and learning, emphasizing its significance in improving educational outcomes. However, concerns were raised about the detrimental impact of socio-economic factors, such as poverty and resource scarcity, on the learning process. Additionally, the interviewee expressed frustration with the subpar state of school infrastructure and resources, highlighting the negative consequences on teaching and learning, and emphasizing the need for improvement.

Attitudes/Beliefs

The interviewee attitude showed a leaning towards community engagement in enhancing teaching and learning, highlighting its importance in fostering a supportive and collaborative learning environment. Furthermore, the interviewee stressed the need for improved school infrastructure and resources, citing their critical role in facilitating effective teaching and learning. Additionally, the interviewee recognized the value of incorporating local history and community resources into teaching practices, acknowledging their potential to enrich the learning experience and promote cultural relevance. Overall, the interviewee emphasised the importance of community involvement, improved school infrastructure, and socio-economic factors in enhancing teaching and learning at the polytechnic.

Interview 2

Themes

In discussing the local neighborhood's profound impact on teaching practices at Akanu Ibiam Federal Polytechnic, Unwana, various themes were mirrored by the interviewer, including resource availability and socio-economic conditions. It was highlighted that the school environment, encompassing infrastructure and resources, plays a crucial role in shaping teaching and learning. Community expectations and cultural values influence the curriculum and teaching methods, while relationships between teachers and local community organisations enhance the educational experience. Despite these positives, teachers face challenges related to the school's physical environment and local neighborhood conditions, which can be addressed through community engagement, resource mobilisation, and collaborative problem-solving.

Sentiments/Viewpoints

The interviewee expressed a range of sentiments and viewpoints regarding the topic, including a strong appreciation for community involvement in education was conveyed, emphasising its role in improving educational outcomes. However, concerns were raised about the negative impact of socio-economic factors, such as poverty and resource scarcity, on learning. Frustration was also expressed regarding inadequate school infrastructure and resources, highlighting the need for improvement.

Attitudes/Beliefs

The importance of community engagement in fostering a supportive and collaborative learning environment was emphasized. Additionally, there was a call for better school infrastructure and resources, underscoring their critical role in effective teaching and learning. Incorporating local history and community resources into teaching practices was recognized as valuable for enriching the learning experience and promoting cultural relevance. Overall, the significance of community involvement, improved infrastructure, and socio-economic considerations in enhancing education at the polytechnic was highlighted.

Interview 3

Themes

The discussion highlighted the complex interplay of factors influencing teaching practices at Akanu Ibiam Federal Polytechnic, Unwana. Local neighborhood issues, such as security, socio-economic status, and cultural values, significantly impact teaching practices. Additionally, the physical school environment and available resources play a crucial role in shaping teaching and learning. Community expectations and cultural values also influence the curriculum and teaching methods. Relationships between teachers and local community organizations further enhance teaching and learning. Despite various challenges, strategies were suggested to address these issues, emphasizing the need for collaborative efforts to foster a supportive learning environment.

Sentiments/Viewpoints

Concerns about the challenges facing the polytechnic were shared, specifically citing security concerns in the local neighbourhood as a significant worry that impacts teaching practices. Frustration was expressed with the limited resources available in the school and the surrounding community, highlighting the need for improvement. Despite these challenges, the support provided by local community organizations was acknowledged and appreciated, such as partnerships with local business groups, which contribute to a more collaborative and supportive learning environment.

Attitudes/Beliefs

Community involvement was emphasized as crucial in enhancing teaching and learning at the school. Improved resources, including infrastructure and socio-economic opportunities, were stressed as essential for effective teaching and learning. Furthermore, incorporating local history and culture into teaching practices was highlighted as significant, recognizing the value of cultural relevance in enriching the learning experience and promoting academic success. Overall, the interconnectedness of the school environment, local neighbourhood, and community expectations in shaping teaching practices and educational outcomes was highlighted.

Interview 4

Themes

Participant Four highlighted the multifaceted influences on teaching practices at Akanu Ibiam Federal Polytechnic, Unwana. The local neighbourhood positively impacts teaching practices through the use of local dialects and community engagement. However, the school physical environment poses significant challenges, including limited resources, overcrowding, and poor infrastructure. Socio-economic factors, such as poverty and lack of resources, also affect educational outcomes. Additionally, community expectations and cultural values shape the curriculum and teaching methods, while relationships between teachers and local community organizations are crucial in enhancing teaching and learning.

Sentiments/Viewpoints

In the interview, the academic shared concerns about the challenges facing the institution, citing limited resources as a significant obstacle to effective teaching and learning. Additionally, the interviewee expressed frustration with the poor state of school infrastructure, including overcrowding and lack of ventilation, which

hinders the learning environment. Despite these challenges, the interviewee acknowledged and appreciated the support provided by local community organizations, including parental involvement and community engagement, which helps to foster a more collaborative and supportive learning environment.

Attitudes/Beliefs

The interviewee emphasized that community involvement is vital for enhancing teaching and learning at the polytechnic. To support this, they stressed the need for improved resources, including upgraded infrastructure and expanded socio-economic opportunities. Furthermore, the interviewee highlighted the importance of incorporating local history and culture into teaching practices, recognizing the value of cultural relevance in enriching the learning experience and promoting academic success. Overall, the interviewee emphasizes the interconnectedness of the school environment, local neighbourhood, and community expectations in shaping teaching practices and educational outcomes.

Interview 5

Themes

The interviewee underscored the complex interplay of factors influencing teaching practices and student outcomes at the institution. Local neighbourhood values and expectations significantly impact teaching practices, while the school physical environment poses challenges due to limited resources and infrastructure. Socio-economic factors, such as poverty and lack of resources, also affect educational outcomes. Moreover, community expectations and cultural values shape the curriculum and teaching methods. The interviewee emphasized that fostering relationships between teachers and local community organizations is crucial in enhancing teaching and learning, ultimately promoting a more supportive and effective learning environment.

Sentiments/Viewpoints

Several challenges and opportunities facing the institution were highlighted by the interviewee. A primary concern was the limited resources available in the school and surrounding community, which hinders effective teaching and learning. Additionally, the interviewee expressed frustration with the poor state of school infrastructure, emphasizing the need for improvement. Despite these challenges, the interviewee acknowledged and appreciated the valuable support provided by local community organizations, which helps foster a more collaborative and supportive learning environment.

Attitudes/Beliefs

The interviewee emphasised the importance of community involvement in enhancing teaching and learning at the polytechnic. They stressed that improved resources, including upgraded infrastructure and expanded socio-economic opportunities, are crucial for effective teaching and learning. Moreover, the interviewee highlighted the value of incorporating local history and culture into teaching practices, recognizing its potential to enrich the learning experience, promote cultural relevance, and foster academic success.

Overall, the interviewee emphasizes the interconnectedness of the school environment, local neighbourhood, and community expectations in shaping teaching practices and educational outcomes.

Interview 6

Themes

The interviewee noted an array of factors influencing teaching and learning at the institution. Local neighbourhood development, such as access to constant electricity, significantly impacts teaching and learning. The school physical environment also plays a crucial role in shaping teaching practices and student outcomes. Furthermore, socio-economic factors like parental involvement and local business activities affect educational outcomes. Community expectations and cultural values shape the curriculum and teaching methods, while relationships between teachers and local community organizations are vital in enhancing teaching and learning, ultimately fostering a supportive and effective learning environment.

Sentiments/Viewpoints

Several challenges and opportunities facing the school were highlighted. A primary concern was the limited resources available in the school and surrounding community, which hindered effective teaching and learning. Additionally, the interviewee expressed frustration with the poor state of school infrastructure, emphasizing the need for improvement. Despite these challenges, the interviewee acknowledged and appreciated the valuable support provided by local community organizations, which helps foster a more collaborative and supportive learning environment.

Attitudes/Beliefs

According to the interviewee, community involvement is essential for improving teaching and learning at the institution of learning. The interviewee stated that better resources, such as upgraded infrastructure and increased socio-economic opportunities, are necessary for effective teaching and learning. The interviewee also pointed out that incorporating local history and culture into teaching practices can enhance the learning experience, promote cultural relevance, and lead to academic success. The interviewee further noted that the school environment, local neighbourhood, and community expectations are all interconnected and influence teaching practices and educational outcomes.

Interview 7

Themes

The interviewee highlighted the intricate relationships between various factors that influence teaching practices and student outcomes at the school. The local neighbourhood has a profound impact on teaching practices, with peer influence and socio-economic factors being particularly significant. The school's physical environment presents additional challenges, including limited resources and infrastructure, which further complicate teaching and learning. Socio-economic factors, such as access to resources and technological advancements, also play a critical role in shaping educational outcomes. Furthermore, community expectations, cultural values, and partnerships between teachers and local organizations collectively shape the curriculum, teaching methods, and learning environment, ultimately fostering a supportive and effective learning environment.

Sentiments/Viewpoints

Akanu Ibiam Federal Polytechnic, Unwana, faces numerous challenges, including inadequate resources and subpar school infrastructure, which impede effective teaching and learning, leading to educator frustration. Despite these obstacles, support from local community organizations provides valuable assistance, helping to alleviate some challenges and promote a more collaborative and supportive learning environment.

Attitudes/Beliefs

The interviewee underscored community involvement as a critical factor in enhancing teaching and learning at the school. They advocated for improved resources, including upgraded infrastructure and expanded socio-economic opportunities, to support this goal. Furthermore, the interviewee recognized the importance of integrating local history and culture into teaching practices, which can enrich the learning experience, promote cultural relevance, and drive academic success. Ultimately, the interviewee stressed the interconnected nature of the school environment, local neighbourhood, and community expectations in shaping teaching practices and educational outcomes.

Interview 8

Themes

The interviewee highlighted the intricate relationships between various factors that influence teaching practices and student outcomes atone of the polytechnics in the country. The local neighbourhood has a profound impact on teaching practices, with socio-economic factors being a key determinant. While acknowledging the limitations of the school environment, the interviewee stressed the importance of motivating students and teachers to drive educational success. Socio-economic factors also significantly affect

educational outcomes, influencing teacher quality and employability. Community expectations and cultural values shape the curriculum and teaching methods, but the interviewee warned that excessive community involvement can be detrimental, emphasizing the need for a balanced approach to community engagement.

Sentiments/Viewpoints

The interviewee expressed concerns about the inadequacies of the school environment at the school, underscoring the need for enhancement. Amidst these challenges, the interviewee stressed the crucial role of motivating students and teachers in driving academic achievement. However, they also voiced frustration regarding overbearing community involvement in school affairs, advocating for a delicate balance between community engagement and institutional autonomy to facilitate effective teaching and learning.

Attitudes/Beliefs

The interviewee underscored the vital role of community support in enhancing teaching and learning at the institution. According to the interviewee, upgraded resources are essential for creating a conducive learning environment. Furthermore, incorporating local history and culture into teaching practices was highlighted as a key strategy for enriching the learning experience, promoting cultural relevance, and driving academic achievement. In all, the interviewee emphasized that the school environment, local neighbourhood, and community expectations are inextricably linked, collectively shaping teaching practices and educational outcomes.

Interview 9

Themes

The interviewee mentioned the multifaceted influences on teaching practices and student outcomes at Akanu Ibiam Federal Polytechnic, Unwana. The local neighbourhood significantly impacts teaching practices, with factors such as taxation and access to resources playing a crucial role. Challenges posed by the school physical environment, including limited access to essential resources like books, technologies, and materials, further complicate teaching and learning. Socio-economic factors, such as access to resources and opportunities, also affect educational outcomes. Additionally, community expectations and cultural values shape the curriculum and teaching methods, while relationships between teachers and local community organizations are vital in enhancing teaching and learning, ultimately fostering a supportive and effective learning environment.

Sentiments/Viewpoints

The interviewee highlighted several challenges facing the tertiary institution, including limited resources and poor school infrastructure. These challenges hinder effective teaching and learning, causing frustration among educators. However, the interviewee also expressed gratitude for the valuable support provided by local community organizations, which helps mitigate some of these challenges and fosters a more collaborative learning environment.

Attitudes/Beliefs

The interviewee reaffirmed the critical role of community support in enhancing teaching and learning at the polytechnic. To achieve this, they emphasized the necessity of upgraded resources to create a conducive learning environment. Additionally, the interviewee underscored the value of integrating local history and culture into teaching practices, which can enrich the learning experience, promote cultural relevance, and drive academic success. In this context, the interconnectedness of the school environment, local neighbourhood, and community expectations is evident, collectively influencing teaching practices and educational outcomes.

Interview 10

Themes

The interviewee revealed the complex interplay of factors influencing teaching practices and student outcomes at the citadel of learning. The local neighbourhood significantly impacts teaching practices, shaped

by socio-economic factors and community values. A conducive school environment is also crucial in shaping teaching practices. Socio-economic factors, such as access to resources and opportunities, affect educational outcomes. Community expectations and cultural values influence the curriculum and teaching methods, while relationships between teachers and local community organizations are vital in enhancing teaching and learning, ultimately fostering a supportive and effective learning environment.

Sentiments/Viewpoints

Akanu Ibiam Federal Polytechnic, Unwana, faces several key challenges, according to the interviewee. Limited resources in the school and surrounding community are a primary concern, hindering effective teaching and learning. Despite this challenge, community support plays a vital role in enhancing teaching and learning. Notably, the interviewee praised the positive relationships between the school and local community organizations, which foster a collaborative and supportive learning environment.

Attitudes/Beliefs

According to the interviewee, community involvement is crucial for enhancing teaching and learning at the tertiary institution. They noted that improved resources are necessary to create an optimal learning environment. The interviewee also underscored the value of integrating local history and cultural practices into teaching, which can promote cultural relevance, enrich the learning experience, and drive academic success. The interviewee further emphasized that the school environment, local neighbourhood, and community expectations are interconnected, collectively shaping teaching practices and educational outcomes.

Findings

The study reveals several key findings. Firstly, limited resources hinder effective teaching and learning at Akanu Ibiam Federal Polytechnic, Unwana. Additionally, community involvement is crucial for enhancing teaching and learning. The importance of cultural relevance is also highlighted, with the incorporation of local history and cultural practices into teaching practices promoting cultural relevance and enriching the learning experience. Furthermore, the study shows that the school environment, local neighborhood, and community expectations are interconnected, collectively shaping teaching practices and educational outcomes.

Implications of the study

The study's conclusions emphasize the need for resource improvement to create an optimal learning environment. Community engagement and partnership are also vital, with fostering positive relationships between the school and local community organizations essential for a supportive learning environment. Moreover, the study concludes that culturally responsive teaching practices, which incorporate local history and cultural practices, can enhance academic success and cultural relevance. Ultimately, a holistic approach to education, addressing the interconnectedness of school environment, local neighborhood, and community expectations, is essential for improving educational outcomes.

Conclusion

This study examined he school and neighborhood effects on teaching practices using a qualitative approach. The study reveals several key findings. Firstly, limited resources hinder effective teaching at Akanu Ibiam Federal Polytechnic, Unwana. Additionally, community involvement is crucial for enhancing teaching and learning. The importance of cultural relevance is also highlighted, with the incorporation of local history and cultural practices into teaching practices promoting cultural relevance and enriching the learning experience. Furthermore, the study shows that the school environment, local neighbourhood, and community expectations are interconnected, collectively shaping teaching practices and educational outcomes.

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