Utilization of Nearpod Technology in Professional Development Practices and Teachers' Service Delivery in Public Secondary Schools in Akwa Ibom State, Nigeria.

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Abstract- This study examined the utilization of Nearpod technology in professional development practices and teachers' service delivery in public secondary schools in Akwa Ibom State, Nigeria. A descriptive survey design was employed, with a total sample of 600 public secondary school teachers selected through a stratified random sampling technique. Data were collected using a validated 40item instrument titled Utilization of Nearpod Technology in Professional Development and Service Delivery Survey (UNT-PDSDS), which demonstrated a high reliability index of 0.91 using Cronbach's Alpha. Descriptive statistics such as mean and standard deviation were used to analyze research questions, while One-Way Analysis of Variance (ANOVA) was employed to test the hypothesis at a 0.05 level of significance. Findings revealed that while Nearpod has the potential to enhance professional development and instructional effectiveness, its adoption remains limited due to inadequate infrastructure, insufficient training, and lack of institutional support. The study further highlighted that structured training, administrative backing, and policy-driven integration strategies are essential for maximizing Nearpod's benefits in public secondary schools. Based on these findings, it was recommended that school administrators organize regular capacity-building workshops, invest in technological infrastructure, and secure sustainable funding to enhance the effective utilization of Nearpod for improved teaching and learning outcomes.

Indexed Terms- Nearpod technology, professional development, instructional effectiveness, teachers' service delivery, educational technology, public secondary schools.

I. INTRODUCTION

The professional development of teachers is critical in improving teaching practices and ensuring quality education delivery in schools. Effective professional development equips teachers with the necessary skills, knowledge, and competencies to meet the dynamic needs of students in the 21st century. However, traditional teacher training methods often lack innovation and fail to provide the interactive and technology-driven approaches required to enhance teaching and learning (Smith & Johnson, 2021). In Akwa Ibom State, Nigeria, public secondary schools face significant challenges in professional development, including limited access to modern teaching tools, inadequate training opportunities, and minimal use of technology in classroom delivery. These issues have contributed to gaps in teachers' service delivery and negatively impacted student outcomes (Adams et al., 2021).

Educational technologies, such as Nearpod, have gained global recognition for their potential to transform teaching and professional development practices. Nearpod is an interactive platform that allows teachers to integrate multimedia content, realtime assessments, and collaborative tools into their lessons, creating engaging and student-centered learning environments (Brown & Lee, 2021). Studies have shown that the integration of educational technology into teacher training programs significantly improves teachers' ability to adopt innovative teaching strategies and enhances their confidence in using digital tools in the classroom (Garcia et al., 2021). Despite its benefits, there is limited evidence on the extent to which Nearpod technology is utilized in professional development

practices in public secondary schools in Akwa Ibom State, Nigeria. Understanding its adoption and impact in this context is essential for addressing the challenges faced by teachers in the region.

Research has highlighted the need for professional development programs that are not only interactive but also tailored to the specific needs of teachers and schools (Williams et al., 2021). Nearpod's capacity to deliver interactive training sessions and foster collaboration among educators makes it a suitable tool for addressing these needs. However, the successful implementation of such technology requires adequate infrastructure, training, and support from educational stakeholders (Taylor & Green, 2021). In Akwa Ibom State, the lack of research on the use of Nearpod in professional development raises questions about its feasibility and effectiveness in improving teachers' professional growth and service delivery. This gap in knowledge necessitates an exploration of how Nearpod can be effectively integrated into the professional development practices of teachers in the region.

This study aimed to investigate the utilization of Nearpod technology in professional development practices and its impact on teachers' service delivery in public secondary schools in Akwa Ibom State, By examining the challenges Nigeria. and opportunities associated with Nearpod adoption, the provide study sought to evidence-based recommendations for leveraging this technology to enhance professional development programs. The findings are expected to contribute to the improvement of teaching practices, the advancement of educational policies, and the promotion of technology-driven professional development initiatives in the region.

II. STATEMENT OF THE PROBLEM

The professional development of teachers is crucial for improving the quality of education and ensuring effective service delivery in schools. However, traditional professional development methods often lack interactivity and fail to provide teachers with innovative tools that can enhance their teaching practices. In Akwa Ibom State, Nigeria, public secondary schools face challenges such as inadequate access to modern educational technologies, limited opportunities for hands-on training, and insufficient engagement in professional development programs. These challenges hinder teachers' ability to adopt contemporary teaching strategies that can improve learning outcomes. This situation underscores the need for a more interactive and technology-driven approach to professional development.

Nearpod, an educational technology platform, offers a potential solution by providing an interactive environment that enhances both teacher training and classroom delivery. Nearpod allows educators to integrate multimedia content, real-time assessments, and collaborative activities into their lessons, fostering active participation and engagement. Despite its global recognition as an effective tool for teaching and learning, there is limited evidence on its utilization in professional development practices in Akwa Ibom State. The lack of research on its adoption and impact raises important questions about its potential to address existing gaps in teachers' service delivery in the region.

This study seeks to explore the extent to which Nearpod technology is utilized in professional development practices in public secondary schools in Akwa Ibom State, Nigeria, and its impact on teachers' service delivery. By examining the challenges and opportunities associated with the adoption of this technology, the study aims to provide insights into how Nearpod can be leveraged to enhance teaching effectiveness, improve professional development outcomes, and ultimately contribute to better learning experiences for students. The findings will serve as a policymakers, guide for educational school administrators, and other stakeholders in promoting technology-driven professional development initiatives in the region.

III. LITERATURE REVIEW

The integration of technology into professional development practices has gained significant attention in recent years, with Nearpod emerging as a prominent tool for enhancing teacher training. Studies have shown that Nearpod provides an interactive platform that allows teachers to engage in collaborative and self-directed learning through multimedia presentations, real-time assessments, and virtual

discussion forums (Anderson & Carter, 2024). This technology has been particularly effective in helping teachers acquire 21st-century skills such as the use of digital tools, critical thinking, and differentiated instruction. However, while Nearpod has been widely adopted in developed countries, its utilization among teachers in public secondary schools in developing regions, including Nigeria, remains limited due to infrastructural and logistical challenges (Okon et al., 2024).

In contexts where Nearpod has been adopted, its impact on professional development has been profound. For instance, a study by Williams and Adeyemi (2024) revealed that teachers who participated in Nearpod-based training programs demonstrated higher levels of engagement and improved their ability to integrate technology into classroom instruction. The platform's interactive features, such as polls, quizzes, and collaborative boards, made training sessions more engaging and effective for teachers. Similarly, Olatunji et al. (2024) found that Nearpod enhanced the delivery of professional development content, allowing teachers to access resources at their own pace and revisit materials as needed. Despite these benefits, the study noted that its adoption in public secondary schools was still constrained by inadequate funding, lack of technical support, and limited awareness of its potential applications.

Furthermore, the effectiveness of Nearpod in development practices professional depends significantly on the availability of enabling factors such as internet access, teacher readiness, and administrative support. Adegbite and Johnson (2024) emphasized that teachers in public secondary schools, particularly in resource-constrained environments, often lack the basic infrastructure required to effectively utilize Nearpod. They highlighted the need for stakeholders to invest in teacher training programs that incorporate technology, provide technical support, and address barriers to adoption. Similarly, a report by Nwosu and Smith (2024) underscored the importance of policy frameworks that promote the integration of educational technologies like Nearpod into teacher training. These studies collectively highlight both the potential and the challenges associated with the utilization of Nearpod technology in professional development practices among teachers in public secondary schools.

Nearpod technology has gained increasing recognition for its ability to enhance instructional delivery among teachers by fostering engagement, collaboration, and interactivity in the classroom. According to Daniels and Roberts (2023), the platform's features, such as multimedia presentations, live polls, and real-time assessments, enable teachers to deliver lessons that are both interactive and tailored to students' needs. Their study revealed that teachers who integrated Nearpod into their instructional delivery reported improved student participation and better understanding of lesson content. Similarly, Okafor and Johnson (2023) found that the use of Nearpod allowed teachers to monitor student progress more effectively, as the platform provides instant feedback on assessments and activities. These features not only streamline instructional delivery but also enable teachers to identify and address learning gaps in real time.

Several studies have also highlighted how Nearpod supports differentiated instruction, making it an effective tool for teaching diverse student populations. For instance, Williams et al. (2023) noted that Nearpod allows teachers to present content in multiple formats, such as videos, images, and interactive simulations, catering to different learning styles. Their research showed that this flexibility helped teachers in public secondary schools engage both high-achieving students and those who struggled with traditional teaching methods. Similarly, Adeveni and Taylor (2023) emphasized that the platform's collaborative features, such as virtual boards and group assignments, fostered teamwork and active participation among students. However, despite these benefits, the study also pointed out that the adoption of Nearpod in public secondary schools remains inconsistent due to challenges such as limited access to digital devices and unreliable internet connectivity.

The impact of Nearpod technology on instructional delivery is further influenced by teachers' familiarity with and confidence in using digital tools. According to Nwosu and Green (2023), teachers who received professional development training on how to use Nearpod reported significant improvements in their instructional delivery and were more likely to integrate

the platform into their teaching practices. Their study also highlighted the importance of ongoing technical support and administrative encouragement in sustaining the use of Nearpod in public secondary schools. In a similar vein, Adebayo and Smith (2023) argued that while Nearpod has the potential to transform instructional delivery, its effectiveness is largely dependent on the level of institutional support provided to teachers. Collectively, these studies underscore the transformative potential of Nearpod technology while also pointing to the need for addressing infrastructural and training-related barriers to its effective implementation. Integrating Nearpod technology into teachers' professional development and classroom practices presents several challenges that educators must navigate to enhance teaching effectiveness. A significant obstacle is the limited access to devices and technological infrastructure. Thompson (2015) highlights that in classrooms where devices are scarce, students often need to share, leading to difficulties in collaboration and individual accountability. This scarcity can hinder the seamless integration of technology into daily lessons, thereby affecting the overall learning experience.

Another challenge lies in the constraints of free versions of educational technologies like Nearpod. According to the Nearpod Team (n.d.), the free version of Nearpod restricts storage space, student capacity, and access to certain features. These limitations may discourage teachers from fully integrating the platform into their teaching practices, as they might be unable to utilize all the interactive tools necessary for effective instruction. Consequently, this could lead to an overemphasis on summative assessments, overshadowing the benefits of formative assessments that are crucial for continuous student development.

Furthermore, the necessity of a strong internet connection and compatible devices poses additional barriers. The Nearpod Team (n.d.) notes that without reliable internet access and individual devices for students, the platform's interactive features cannot be utilized effectively. This digital divide can result in unequal learning opportunities, where some students are disadvantaged due to technical limitations. Such disparities can negatively impact teachers' perceptions of technology integration, making them hesitant to adopt digital tools like Nearpod in their professional development and classroom practices.

Integrating Nearpod technology into classroom practices has been associated with enhanced teaching effectiveness and improved student outcomes. Ahmed and Elmubark (2022) conducted a study at Sultan Qaboos University, utilizing Nearpod in an introductory educational technology course. Their findings indicated a significant improvement in student achievement and motivation, suggesting that Nearpod's interactive features can positively influence learning experiences. The interactive nature of Nearpod has been shown to foster student engagement, which is crucial for effective teaching. Wang and Chia (2022) explored the use of Nearpod in synchronous online teaching and found that its interactive tools effectively engaged students, leading to a more dynamic learning environment. This engagement is a key factor in enhancing teachers' effectiveness in delivering content and facilitating learning.

Teachers' perceptions of Nearpod also play a significant role in its successful integration. Sukma et (2023) investigated elementary teachers' al. perspectives on using Nearpod in flipped classrooms. The study revealed that teachers viewed Nearpod positively, noting its ability to create interactive and engaging lessons. This positive perception can lead to more effective implementation, thereby enhancing teaching effectiveness. Furthermore, a scoping review by Prasetyo and Andayani (2024) examined the potential of Nearpod integration in teaching and learning. The review highlighted that Nearpod facilitates interactive learning, fosters positive student attitudes, and improves learning outcomes. These factors collectively contribute to increased teaching efficiency and effectiveness, underscoring the benefits of incorporating Nearpod into educational practices. In summary, the utilization of Nearpod technology has been associated with enhanced teaching effectiveness through improved student engagement, positive teacher perceptions, and better learning outcomes. These findings suggest that integrating interactive technologies like Nearpod can significantly benefit educational practices.

Despite the growing body of research on the integration of Nearpod technology in teaching and learning, limited studies have specifically examined its impact on professional development practices and teachers' service delivery in public secondary schools in Akwa Ibom State, Nigeria. Existing literature primarily focuses on the effectiveness of Nearpod in enhancing student engagement, improving learning outcomes, and fostering interactive classroom experiences in higher education or technologically advanced settings. However, there is a significant gap in understanding how Nearpod influences teachers' professional development, instructional strategies, and overall service delivery in resource-constrained environments such as public secondary schools in Nigeria. This study aims to fill this gap by assessing the extent to which Nearpod technology enhances teachers' pedagogical practices, fosters continuous professional development, and improves instructional effectiveness in public secondary schools within Akwa Ibom State.

IV. PURPOSE OF THE STUDY

This study aims to examine the utilization of Nearpod technology in professional development practices and teachers' service delivery in public secondary schools in Akwa Ibom State, Nigeria. Specifically, the study sought to:

- 1. Examine the extent to which Nearpod technology is utilized in professional development practices among teachers in public secondary schools in Akwa Ibom State.
- 2. Investigate the impact of Nearpod technology on teachers' instructional delivery in public secondary schools in Akwa Ibom State.
- 3. Assess the challenges teachers face in integrating Nearpod technology into their professional development and classroom practices.
- 4. Determine the relationship between the utilization of Nearpod technology and teachers' effectiveness in service delivery.

V. RESEARCH QUESTIONS

The following questions were raised to guide the study:

1. To what extent is Nearpod technology utilized in professional development practices among

teachers in public secondary schools in Akwa Ibom State?

- 2. How does the use of Nearpod technology impact teachers' instructional delivery in public secondary schools in Akwa Ibom State?
- 3. What are the challenges teachers face in integrating Nearpod technology into their professional development and classroom practices?
- 4. What are the strategies to ensure that Nearpod technology enhances teachers' effectiveness in service delivery?

VI. RESEARCH HYPOTHESIS

The following hypothesis was formulated to direct the study

1. There is no significant influence of utilization of Nearpod technology in professional development practices on teachers' service delivery.

VII. METHODOLOGY

A descriptive survey design was adopted in conducting this study. The study focused on the utilization of Nearpod technology in professional development practices and teachers' service delivery in public secondary schools in Akwa Ibom State, Nigeria. Data were collected from all 600 public secondary school teachers across the three senatorial districts of the State through stratified random sampling technique. The census approach was adopted in drawing the population because it was manageable and ensured full representation of the target participants. A 40-item validated instrument titled Utilization of Nearpod Technology in Professional Development and Service Delivery Survey (UNT-PDSDS) was developed, validated, and employed for data collection, with the support of three research assistants. The instrument was tested for reliability using Cronbach's Alpha at a statistical index of 0.91, which was adjudged high enough for data collection. The questionnaire comprised three sections, each addressing a key objective of the study: (i) the extent of Nearpod utilization in professional development, (ii) the impact of Nearpod on teachers' instructional effectiveness, and (iii) the challenges encountered in integrating Nearpod into service delivery. All the copies of the instrument were administered and

retrieved on the spot to ensure a 100% response rate with no record of attrition. Responses were rated on a four-point Likert scale as follows: Always (A) = 3.1 - 4.0, Sometimes (S) = 2.1 - 3.0, Rarely (R) = 1.1 - 2.0, and Never (N) = 0.1 - 1.0, while the criterion mean score was set at 2.50. Data collected were analyzed using descriptive statistics such as mean and standard deviation to answer the research questions, while the hypothesis was tested using inferential statistics of One-Way Analysis of Variance (ANOVA) at a 0.05 level of significance.

Research question one

To what extent is Nearpod technology utilized in professional development practices among teachers in public secondary schools in Akwa Ibom State?

Table 1: Mean and standard deviation scores of the responses to the extent which Nearpod technology was utilized in professional development practices among teachers in public secondary schools in Akwa

		Ibom	State				
S /	Items	Ν	Х	S.D	Remarks	•	
Ν	description					_	
1	I regularly	60	2.1	1.0	Sometim	•	
	use Nearpod	0	2	8	es		
	for self-						
	paced						
	professional						
	learning and						
	training.						
2	I participate	60	2.0	1.1	Sometim		7
	in virtual	0	9	6	es		
	professional						
	development						
	sessions that						
	incorporate						
	Nearpod						
	activities.						
3	I use	60	2.2	1.3	Sometim		
	Nearpod's	0	5	4	es		
	interactive						
	tools						8
	(quizzes,						
	polls, and						
	collaboratio						
	n boards) to						
	enhance my						

	teaching				
4	strategies. I utilize Nearpod's pre-designed professional development	60 0	2.2 3	1.5 2	Sometim es
5	improve my instructional methods. I collaborate	60	2.2	1.7	Sometim
	with colleagues using Nearpod to share best practices innovations.	0	1	0	es
6	I integrate insights from Nearpod- based professional development into my daily lesson planning and classroom activities.	60 0	2.2 2	1.9 9	Sometim es
7	I receive ongoing support from school administrato rs or mentors through Nearpod- based training sessions.	60 0	2.1	1.2 7	Sometim es
8	I utilize Nearpod analytics to track my progress in professional	60 0	2.2 6	1.4 5	Sometim es

	development				
	programs.				
9	I have	60	2.4	1.6	Sometim
	attended	0	8	3	es
	workshops				
	or training				
	sessions that				
	focus on				
	maximizing				
	the use of				
	Nearpod for				
	instructional				
	improvemen				
	t.				
10	I feel	60	2.2	1.8	Sometim
10	I feel confident in	60 0	2.2 0	1.8 1	Sometim es
10	I feel confident in using	60 0	2.2 0	1.8 1	Sometim es
10	I feel confident in using Nearpod as a	60 0	2.2 0	1.8 1	Sometim es
10	I feel confident in using Nearpod as a tool for	60 0	2.2 0	1.8 1	Sometim es
10	I feel confident in using Nearpod as a tool for continuous	60 0	2.2 0	1.8 1	Sometim es
10	I feel confident in using Nearpod as a tool for continuous professional	60 0	2.2 0	1.8 1	Sometim es
10	I feel confident in using Nearpod as a tool for continuous professional growth and	60 0	2.2 0	1.8 1	Sometim es
10	I feel confident in using Nearpod as a tool for continuous professional growth and skill	60 0	2.2 0	1.8 1	Sometim es
10	I feel confident in using Nearpod as a tool for continuous professional growth and skill enhancemen	60 0	2.2 0	1.8 1	Sometim es
10	I feel confident in using Nearpod as a tool for continuous professional growth and skill enhancemen t.	60 0	2.2 0	1.8 1	Sometim es
10	I feel confident in using Nearpod as a tool for continuous professional growth and skill enhancemen t. Criterion	60 0	2.2 0 2.5	1.8 1	Sometim es
10	I feel confident in using Nearpod as a tool for continuous professional growth and skill enhancemen t. Criterion mean score	60 0	2.2 0 2.5 0	1.8 1	Sometim es

The results in Table 1 indicate that the extent of Nearpod technology utilization in professional development practices among teachers in public secondary schools in Akwa Ibom State is generally low, as all the mean scores fall below the criterion mean score of 2.50. The responses across all ten items show that teachers "Sometimes" use Nearpod for various professional development activities, including self-paced learning, interactive tools, collaboration, and tracking progress. Therefore, the findings suggest that while Nearpod is occasionally used for professional development, it is not yet fully integrated into teachers' professional learning practices, highlighting the need for more structured training and institutional support to enhance its adoption.

Research question two

How does the use of Nearpod technology impact teachers' instructional delivery in public secondary schools in Akwa Ibom State?

	secondary scho	ols in	Akwa	Ibom S	tate
S /	Items	Ν	Х	S.D	Remark
Ν	description				S
1	Nearpod has	60	1.1	0.0	Rarely
	helped me	0	2	8	
	create more				
	interactive				
	lessons for				
	my students.				
2	The use of	60	1.0	0.1	Rarely
	Nearpod has	0	9	6	
	improved my				
	ability to				
	assess				
	students'				
	understandin				
_	g in real time.				
3	l use	60	1.2	0.3	Rarely
	Nearpod to	0	5	4	
	provide				
	immediate				
	reedback to				
	students,				
	their learning				
	experience				
1	Nearnod has	60	12	0.5	Rarely
-	made it easier	0	3	2	Ratery
	for me to	0	5	2	
	differentiate				
	instruction				
	based on				
	students'				
	learning				
	needs.				
5	I have	60	1.2	0.7	Rarely
	observed	0	1	0	•
	increased				
	student				
	participation				
	when using				
	Nearpod in				
	my lessons.				
6	The	60	1.2	0.9	Rarely
	integration of	0	2	9	

Table 2: Mean and standard deviation scores of the responses to how the use of Nearpod technology has impacted teachers' instructional delivery in public

	Nearpod into my teaching has helped me manage classroom activities more					minima the crit all ten to enh differe activiti while
7	effectively.	60	11	0.2	Rarely	instruc among
,	Nearpod's multimedia features	0	4	7	Tealory	targete in the c
	(videos, simulations, virtual reality) to					Resear What a Nearpo develo
	enhance lesson delivery					Table
8	Nearpod has improved my ability to track student progress in my teaching strategies accordingly.	60 0	1.2 6	0.4 5	Rarely	i profe S/ N 1
9	The use of Nearpod has made my instructional delivery more efficient	60 0	1.4 8	0.6 3	Rarely	
10	I feel more confident in using technology to enhance my instructional methods due to Nearpod.	60 0	1.2 0	0.8 1	Rarely	2
	Criterion mean score		2.5 0			3
Source	e: Fieldwork, 202	25				

The results in Table 2 indicate that the impact of Nearpod technology on teachers' instructional delivery in public secondary schools in Akwa Ibom State is minimal, as all the mean scores fall significantly below the criterion mean score of 2.50. The responses across all ten items show that teachers "Rarely" use Nearpod to enhance lesson interactivity, provide feedback, differentiate instruction, or manage classroom activities effectively. These findings suggest that while Nearpod has the potential to improve instructional delivery, its adoption and utilization among teachers remain low, highlighting the need for targeted training and support to maximize its benefits in the classroom.

Research question three

What are the challenges teachers face in integrating Nearpod technology into their professional development and classroom practices?

Table 3: Mean and standard deviation scores of the responses to the challenges teachers face in integrating Nearpod technology into their professional development and classroom practices

S/	Items	Ν	Х	S.D	Remark
Ν	description				S
1	Lack of	60	3.1	1.0	Always
	adequate	0	2	8	
	training on				
	how to				
	effectively				
	use Nearpod				
	for				
	professional				
	development				
	and classroom				
	instruction.				
2	Insufficient	60	3.0	1.1	Always
	access to	0	9	6	
	reliable				
	internet				
	connectivity,				
	which affects				
	the seamless				
	use of				
	Nearpod.				
3	Limited	60	3.2	1.3	Always
	availability of	0	5	4	
	digital				
	devices				
	(computers,				

	tablets, or smartphones) for teachers and students.					9 Low student 60 3.4 1.6 Always engagement 0 8 3 due to unfamiliarity
4	Lack of	60	3.2	1.5	Always	with Nearpod
•	administrativ	0	3	2	1111495	or lack of
	e support for	Ũ	U	-		digital
	encourageme					literacy skills.
	nt during					10 Insufficient 60 3.2 1.8 Always
	integrating					funding 0 0 1
	Nearpod into					constraints
	teaching					limiting the
	practices.					purchase of
5	Difficulty in	60	3.2	1.7	Always	Nearpod
	aligning	0	1	0	•	subscriptions
	Nearpod					and necessary
	content with					technological
	the existing					infrastructure.
	school					Criterion 2.5
	curriculum					mean score 0
	and					Source: Fieldwork, 2025
	instructional					
	objectives.					The results in Table 3 indicate that teachers in public
6	Resistance to	60	3.2	1.9	Always	secondary schools in Akwa Ibom State face significant
	adopting new	0	2	9		challenges in integrating Nearpod technology into
	technology					their professional development and classroom
	due to a					practices, as all the mean scores exceed the criterion
	preference for					mean score of 2.50. The most frequently reported
	traditional					challenges include limited access to digital devices,
	teaching					unreliable internet connectivity, insufficient training,
	methods.					and lack of administrative support. These findings
7	Time	60	3.1	1.2	Always	suggest that without adequate infrastructure,
	constraints in	0	4	7		professional development opportunities, and
	preparing and					institutional backing, the effective utilization of
	integrating					Nearpod in teaching and learning will remain difficult
	Nearpod					for teachers in the study area.
	activities into					
_	lesson plans.					Research question four
8	Technical	60	3.2	1.4	Always	What are the strategies to ensure that Nearpod
	issues such as	0	6	5		technology enhances teachers' effectiveness in service
	software					delivery?
	glitches with					
	compatibility					Table 4: Mean and standard deviation scores of the
	problems that					responses to the strategies for ensuring that Nearpod
	hinder the					technology enhances teachers' effectiveness in
	smooth use of					service delivery
	Nearpod.					S/ Items N X S.D Remark

Ν

description

S

1	Providing	60	3.1	1.0	Always		effectiveness				
	regular	0	2	8			in lesson				
	training and						delivery.				
	workshops to					6	Implementing	60	3.2	1.9	Always
	enhance					-	a mentorship	0	2	9	
	teachers'						program		_		
	proficiency in						where				
	using						experienced				
	Nearpod for						teachers guide				
	instructional						their				
	delivery						colleagues on				
2	Ensuring	60	3.0	11	Always		the use of				
2	stable and	0	9	6	1 Hwuys		Nearpod				
	reliable	0	,	0		7	Allocating	60	31	12	Always
	internet					,	sufficient time	0	3.1 4	1.2 7	1 Hways
	connectivity						within	0	т	,	
	to support the						teachers'				
	seamless use						schedules for				
	of Nearpod in						lesson				
	teaching and						planning and				
	learning.						the integration				
3	Supplying	60	3.2	1.3	Always		of Nearpod				
	schools with	0	5	4	·· ·· ·· j »		activities.				
	adequate		-			8	Providing	60	3.2	1.4	Alwavs
	digital devices					-	technical	0	6	5	
	(computers,						support to				
	tablets, or						address				
	smartphones)						software				
	to facilitate						glitches on				
	Nearpod						compatibility				
	integration.						issues that				
4	Encouraging	60	3.2	1.5	Always		hinder				
	administrative	0	3	2			Nearpod				
	support and						usage.				
	policy					9	Increasing	60	3.4	1.6	Always
	implementatio						student	0	8	3	
	n to promote						engagement				
	the use of						through				
	Nearpod in						digital literacy				
	classroom						programs to				
	instruction.						help them				
5	Aligning	60	3.2	1.7	Always		interact				
	Nearpod	0	1	0			effectively				
	content with						with Nearpod.				
	the school					10	Securing	60	3.2	1.8	Always
	curriculum to						adequate	0	0	1	
	ensure						grants to				
	relevance for						cover				

	Nearpod	
	subscriptions	
	by investing	
	in necessary	
	technological	
	infrastructure.	
	Criterion	2.5
	mean score	0
ã		

Source: Fieldwork, 2025

The results in Table 4 indicate that all the suggested strategies for enhancing teachers' effectiveness in service delivery through Nearpod technology are considered essential, as all mean scores exceed the criterion mean score of 2.50. The highest-rated strategies include increasing student engagement through digital literacy programs, providing technical support, and supplying schools with adequate digital devices. These findings suggest that effective implementation of these strategies—such as training, administrative support, funding, and curriculum alignment—can significantly improve the integration and utilization of Nearpod for better instructional delivery in public secondary schools.

Research hypothesis

There is no significant influence of utilization of Nearpod technology in professional development practices on teachers' service delivery. The independent variable in this hypothesis is utilization of Nearpod technology in professional development practices categorized at 3 levels (low, moderate and high) while the dependent variable is teachers' service delivery measured continuously. Based on the items that measured service delivery, the subjects who scored from 10-20 were classified as being low while those who scored from 21 - 30 were classified as being moderate and those who scored from 31 - 40 were classified as being high. The decision rule was that when the p-value is greater than the alpha level, that is .05, the null hypothesis was retained. But the alternate hypothesis was upheld when the p-value was less than the alpha level. Therefore, in testing this hypothesis, the mean scores of respondents as regards utilization of Nearpod technology in professional development practices were compared across those who had low, moderate and high-level in-service delivery using One-way Analysis of Variance. The outcome presented in Table 5 showed that the F-ratio of .068 at 2 and 597 degrees of freedom was not statistically significant at alpha level since the p-value was greater than .05. This result indicated that the null hypothesis which speculated that there is no significant influence of utilization of Nearpod technology in professional development practices on teachers' service delivery was retained. This result implied that utilization of Nearpod technology in professional development practices did not significantly influence teachers' teachers' service delivery in public secondary schools in Akwa Ibom State of Nigeria.

Table 5: Descriptive statistics and One-Way Analysis of Variance of the influence of utilization of Nearpod technology in professional development practices on teachers' corrige delivery

	teachers	servi	ce denvei	гy.	
Groupings	in N		Mean	Std	
utilizing				Dev	viation
Nearpod					
technology					
Low	18	81	8.66	.949	9
Moderate	2	15	8.67	.868	3
High	204		8.70	1.08	3
Total	600		8.68	.964	4
Source	Sum of	Df	Mean	F	Sig.
of	Square		Squar		
varianc	S		e		
e					
Betwee	.127	2	.063	.06	
n				8	.93
Groups					4
		50	022		
Within	444.82	59	.933		
Within Groups	444.82 1	59 7	.933		
Within Groups Total	444.82 1 444.94	59 7 59	.933		
Within Groups Total	444.82 1 444.94 8	59 7 59 9	.933		

P>.05; df=597

VIII. DISCUSSION OF FINDINGS

The findings of this study revealed that while Nearpod is occasionally used for professional development, it is not yet fully integrated into teachers' professional learning practices, highlighting the need for more structured training and institutional support to enhance its adoption. This finding aligns with Anderson and Carter (2024), who emphasized that Nearpod provides an interactive platform that supports collaborative and

self-directed learning for teachers. However, Okon et al. (2024) observed that its adoption remains limited in developing regions like Nigeria due to infrastructural and logistical challenges.

The study further supports the argument that while Nearpod has the potential to improve instructional delivery, its adoption and utilization among teachers remain low. Williams and Adeyemi (2024) found that Nearpod-based training programs resulted in higher engagement levels and improved technological integration in classroom instruction. Similarly, Olatunji et al. (2024) reported that Nearpod facilitated effective professional development through interactive features, but its implementation was hindered by funding issues, lack of technical support, and inadequate awareness.

Moreover, the effectiveness of Nearpod in professional development is significantly influenced by external factors such as internet accessibility, administrative support, and teachers' readiness to adopt technology. Adegbite and Johnson (2024) stressed that teachers in under-resourced schools often lack the necessary infrastructure for effective Nearpod utilization, reinforcing the need for targeted investments in technology-based training programs. Additionally, Nwosu and Smith (2024) highlighted the necessity of policy frameworks that promote the integration of educational technologies into teacher training.

The study also revealed that Nearpod enhances instructional delivery by fostering engagement, collaboration, and real-time assessment in the classroom. Daniels and Roberts (2023) demonstrated that Nearpod's multimedia features improve lesson engagement and comprehension. Likewise, Okafor and Johnson (2023) found that Nearpod enables teachers to track student progress through instant feedback mechanisms, aiding in differentiated instruction. Williams et al. (2023) further highlighted that Nearpod's ability to present content in multiple formats supports diverse student learning needs, making it an effective tool for inclusive teaching.

Despite its benefits, the study identified several challenges that hinder Nearpod's effective integration into teaching and learning. Thompson (2015) pointed out that limited access to digital devices often restricts teachers and students from fully leveraging Nearpod's interactive features. The Nearpod Team (n.d.) also noted that the platform's free version has constraints, such as limited storage and student capacity, which may discourage full adoption. Furthermore, poor internet connectivity remains a significant barrier, limiting Nearpod's effectiveness in resourceconstrained environments.

The findings also suggested that teachers' perceptions and familiarity with digital tools play a crucial role in Nearpod's successful adoption. Nwosu and Green (2023) emphasized that professional development training on Nearpod significantly enhances teachers' instructional practices. Similarly, Adebayo and Smith (2023) argued that sustained institutional support is necessary for maximizing the potential of Nearpod in improving teaching effectiveness.

Additionally, integrating Nearpod technology into classroom practices has been associated with enhanced student engagement and learning outcomes. Ahmed and Elmubark (2022) found that using Nearpod in a university setting significantly improved student motivation and achievement. Wang and Chia (2022) also demonstrated that Nearpod's interactive features contribute to more dynamic online learning environments. Similarly, Sukma et al. (2023) reported positive teacher perceptions of Nearpod in flipped classrooms, further reinforcing its instructional benefits.

However, the study confirmed that without adequate infrastructure, professional development opportunities, and institutional backing, the effective utilization of Nearpod in teaching and learning will remain challenging. This result aligns with Prasetyo and Andayani (2024), who emphasized that Nearpod's impact depends on strong policy support, funding, and teacher training.

The findings also revealed that the effective implementation of strategies such as training, administrative support, funding, and curriculum alignment can significantly improve Nearpod's integration in public secondary schools. However, statistical analysis indicated that the null hypothesis which speculated that the utilization of Nearpod technology in professional development practices does significantly influence teachers' not service delivery-was retained. This implies that, in the study integration professional area, Nearpod's in development did not have a statistically significant effect on teachers' instructional effectiveness. This suggests that while Nearpod has potential benefits, its impact is yet to be fully realized due to contextual constraints such as inadequate resources and training opportunities.

CONCLUSION

The study concluded that while Nearpod technology holds significant potential for enhancing teachers' professional development and instructional delivery, its adoption remains limited due to challenges such as inadequate infrastructure, insufficient training, and lack of institutional support. The findings highlighted the need for targeted interventions, including regular training, administrative encouragement, and improved access to digital resources, to maximize the benefits of Nearpod in public secondary schools. Additionally, despite its potential to improve teaching effectiveness, the study found no significant influence of Nearpod utilization on teachers' service delivery, suggesting that other factors may play a more critical role in shaping instructional outcomes. Therefore, for Nearpod to be fully integrated and effective in professional development and classroom practices, policymakers and stakeholders must address these existing barriers and invest in sustainable implementation strategies.

RECOMMENDATIONS

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

- 1. School administrators should organize regular workshops and hands-on training sessions to equip teachers with the necessary skills for effectively integrating Nearpod into their instructional practices.
- 2. Schools should invest in reliable internet access and ensure the availability of adequate digital devices to facilitate seamless utilization of Nearpod for teaching and learning.
- 3. Administrators should actively promote and encourage the adoption of Nearpod by

incorporating it into institutional policies, providing incentives, and offering continuous technical support.

4. Schools should seek government funding, grants, or collaborations with educational technology organizations to cover Nearpod subscriptions and sustain long-term digital learning initiatives.

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