

Teacher's Classroom Management Capabilities for Lesson Delivery in Public Secondary Schools in Rivers State

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Abstract

The study examined teachers' classroom management capabilities for lesson delivery in secondary schools in Rivers State. Three research questions and hypotheses were formulated to guide the study. Descriptive design was adopted. Population of the study consisted of one hundred and sixty-four (164) public secondary schools in Rivers State, which was further reduced to a sample size of eighty-three (83) principals, representing 30% of the entire population of study. A self-constructed questionnaire instrument tagged: Teachers Classroom Management Capabilities for Lesson Delivery Scale (TCMCLDS), with the reliability index of 0.81 was used to elicit response from the respondents. The mean, standard deviation and weighted mean were used in answering the research questions, while z-test was implored in testing hypotheses at 0.05 level of significance. The findings revealed that teachers' communication capabilities, teachers' capabilities in instructional methodology usage and teachers' capabilities in instructional materials were identified as teachers' classroom management capabilities for lesson delivery in public senior secondary schools in Rivers State. All the null hypotheses formulated were accepted, meaning that there was no significant difference in the opinion of male and female principals regarding teachers' management teaching capabilities for classroom delivery. Based on these findings, the paper therefore recommends amongst others that school administrators should provide conducive school environments for teachers to continue to enjoy improvements in their capabilities to communicate effectively to students during lesson delivery. Also, principals should endeavor to see that teachers continuously use

appropriate methodologies during lesson delivery considering its enormous influence on students’ academic performance.

Keywords: Teachers, Classroom Management, Lesson Delivery.

INTRODUCTION

Education is very instrumental and vital to the development of any nation. No society can successfully experience or achieve measurable, progressive and substantial growth and development without education. It is the pivot on which other development stands because it produces the manpower that is required to function in various facets of the society and developmental process. In recognition of this fact, attempts have been made and are continuously being made to improve the educational system. One of the ways to achieve this is to focus on the management of teachers’ classroom capabilities. The importance of having good and quality classroom teaching and learning experience cannot be over emphasized. Good learning environment, provision of learning facilities and books all contribute to reasonable learning outcomes but these will never be productive without the productive input of quality teachers in the classroom.

The classroom teacher is charged with a lot of functions to perform in the delivery of lesson. One of the most challenging functions of the teacher is classroom management and control. A teacher’s effectiveness in lesson delivery is assessed by his capability to use varied classroom management techniques to control students towards effective and meaningful learning during instruction. Meaningful teaching and learning cannot be achieved in a classroom environment characterized by noise making and other distractions by students. The academic performance of students of a particular classroom can be attributed to a teachers’ capability to manage and control the classroom during lesson delivery. Orira (2016) reports that the variables that measure the classroom learning environment as perceived by students actually predict their attitude towards schooling and academic performance.

Classroom management is an important factor in educational process, as it is a basic requirement. It is a term that is used by teachers to describe the process of ensuring that classroom lessons

run smoothly irrespective of behaviour by students. Classroom management can also mean prevention of disruptive behaviour. Also, classroom management can be reviewed as a complex set off which a teacher uses to establish and maintain conditions to enable learners achieve instructional objectives efficiently. According to Brown (1995:150), classroom management is a “process that involves the organization of certain academic tasks which are essential for teaching and learning in a specific set up”. Teachers’ classroom management means implementing strategies that create a safe, fair and rule based learning environment for students to flourish in education. Edward (1993) stated that the instructional consideration of teachers should be based on their capability to manage a classroom. Teacher’s classroom management capability entails teacher’s competence in planning, supervising, controlling and coordinating the activities of students in lesson delivery process. In this process, the teacher with his words of experience should always be flexible with knowledge of the subject matter and learners, especially the fast and slow learners. This implies that the ability of teachers towards classroom management is very vital, as several studies have shown how lesson delivery influences the academic performance of secondary school students, and can determine how they can cope in their early years in tertiary institution. Although much have not been talked about in teachers’ capability management for lesson delivery in classroom. Thus, it is on the observed existing gap in knowledge that the researcher is interested in investigating teacher’s classroom management capabilities for lesson delivery in public secondary schools in Rivers State.

Statement of the Problem

In many Nigeria public secondary schools, it has been observed that the most common problems reported by principals and relevant stakeholders in education are those that relate to behaviour management in the classroom. Teacher’s capabilities are what play a major role in classroom management, which enhances lesson delivery. The challenge has been how capable are teachers in managing classroom, as the academic performance of secondary school students depends on lesson delivery. The evidence is undeniable, surveys of graduate of secondary schools indicate that sometimes in an attempt

to maintain order in the classroom; teachers sometimes make the problem worse, which leads to known implications such as nonchalant attitude towards learning, loss of interest in the subject being taught and eventually to a poor academic performance of the students.

Considering this observation, one wonders the extent these teachers are aware of, and apply research supported classroom communication, instructional methodology, and instructional materials usage in the course of lesson delivery. Based on the above observation, it is not clear whether the classroom management capabilities teachers apply to improve on their lesson delivery. It seems that most public secondary school teachers do not appropriate the necessary steps towards the need for classroom management. Based on this existing gap in knowledge, the researcher is interested in examining teacher’s classroom management capabilities for classroom delivery in public secondary schools in Rivers State.

Purpose of the Study

The study examined teachers’ classroom management capabilities for lesson delivery in public secondary schools in Rivers State. In order to achieve the above, the study sought to;

1. ascertain ways teacher’s communication capabilities enhance lesson delivery in public secondary schools in Rivers State.
2. examine the ways teacher’s capabilities in instructional methodology usage enhance lesson delivery in public secondary schools in Rivers State.
3. determine how teachers’ capabilities in instructional materials usage enhances lesson delivery in public secondary schools in Rivers State.

Research Questions

1. In what ways do teacher’s communication capabilities enhance lesson delivery in public secondary schools in Rivers State?
2. What are the ways teacher’s capabilities in instructional methodology usage enhance lesson delivery in public secondary schools in Rivers State?

3. How do teacher’s capabilities in instructional materials usage enhance lesson delivery in public secondary schools in Rivers State?

Research Hypotheses

The following hypotheses were tested in the study at 0.05 level of significance;

1. There is no significant difference between the mean ratings of male and female principals on the ways teachers’ communication capabilities enhance lesson delivery in public secondary schools in Rivers State.
2. There is no significant difference between the mean ratings of male and female principals on the ways teachers’ capabilities in instructional methodology usage enhance lesson delivery in secondary schools in Rivers State.
3. There is no significant difference between the mean ratings of male and female principals on the ways teachers’ capabilities in instructional materials usage enhance lesson delivery in secondary schools in Rivers State.

CONCEPTUAL REVIEW

Classroom Management

Classroom management implies management put in use in class. It is the application of the process of management to the classroom to ensure that stated objectives of the rudimentary activities that go on in the classroom during lesson delivery or teaching and learning are achieved in the most efficient means. Classroom management ensures the provision of a safe space where teaching and learning can take place uninterrupted by other distractions. It is the process of ensuring that classroom lessons run smoothly despite disruptive behaviours by students/pupils. It could also be used to prevent disruptive behaviours (Wikipedia, 2012). Control in this context, implies the exercise of authority to ensure compliance with standard behaviour and practices. Here the teacher ensures that students comply with rules and regulations that guide classroom activities.

Consequently, the classroom is very vital to learning process. So many activities go on in this process and they all play within the sub-system called classroom. The management of classroom therefore

should be given commensurate attention in the overall school management. Specifically, the role of the teacher in the teaching-learning process that goes on in the classroom is examined from different perspectives: Classroom climate, teaching task, leadership style, communication, discipline, and behaviour maintenance and resource management. According to Okorie (2000), classroom management involves the total process of conducting the classroom instructional process in a manner that the basic objectives of the instructional process are optimally achieved, within the context of resource use and the handling of classroom inhibitions, it demands resourcefulness and high capacity to exercise the right discretions on the part of the teacher.

Teacher’s Classroom Management Capabilities

Teacher’s classroom management capabilities is a critical component of lesson delivery. It is an integral part of lesson delivery which prevent behavior problem through good planning, organizing and managing of classroom activities and resources aimed at maximizing student involvement and co-operation in learning. Teacher’s classroom management includes all efforts teacher make in the following areas; organizing the students, coordinating their activities, monitoring process, providing instruction through interactive communication, getting feed backs from learners preparing and utilizing instructional materials in facilitating learning, maintain discipline among learners, evaluating learning outcome, ensuring that the problems of above average learners are being solve, relating on one to one basis with learners, being mindful of other basic needs, providing basic information to learner assisting learners to develop coping skills providing an exemplary behavior for learners to imitate and generating interest among learners as well as reinforcing their performance through motivational techniques. (Babalola & Ayeni, 2009).

Teacher’s classroom management capabilities, according to Asodike, Ebong, Oluwou and Abraham (2013), is the application of the process of management to the classroom to ensure that the stated objectives of the basic activity that go on in the classroom (teaching and learning) are not only achieved but also in the most efficient manner. It ensures the provision of a safe place where teaching and learning can take place uninterrupted by other distraction.

Lesson Delivery: Meaning and Indicators

The lesson delivery is the ability of the teacher to introduce some learning strategies that promote academic enhancement and achievement (Kaegon, 2011). Lesson delivery maximizes students understanding, which increases students’ participation and enhances the quality of student work throughout the lesson learning activities and reinforce the content and language objectives established at the beginning of the lesson. It is also important to realize that the best planned lesson is worthless if interesting delivery procedures along with good classroom management techniques are not in evidence. They are skills that must be researched, structured to our individual style, implemented in a teacher learning situation, and constantly evaluated and revamped when necessary. Atanda and Lameed (2006), observed that a good lesson delivery is created and motivated by the teacher, it shows the relationship that exists between students and teachers, and as well have a serious influence on the classroom climate.

Consequently, in order for a teacher to deliver his lesson successfully, so as to create an impact in a student, the teacher needs a lesson plan. Agina-Obu (1999) defined lesson plan as an outline of what the teacher and the learners will be doing in the course of the lesson delivery so that learners could realize the pre-stated objectives. Lesson plan and lesson notes are often used interchangeably by some authorities. This consideration leads to a misconception of the two. A lesson plan involves the preparation of outline of the lesson while the lesson note is a detailed account of all the learning and teaching activities.

Indicators of Lesson Delivery

In view of several factors which may impede lesson delivery process, the following strategies are suggested by Adeboyeje and Afolabi (1991) for successful lesson delivery in the classroom.

I. Good classroom structure: This involves the physical environment of the classroom. The way desks and chairs are arranged, the ability to see the chalkboard and other instructional materials, are all factors to be considered. Ideally, the desk and chairs in the classroom must be arranged so that the teacher can move freely around to each student without barriers. The arrangement must allow

the teacher to have a clear view of each student in order that student behaviour may be monitored. Students should sit in such a way that they make eye contact with the teacher during instruction. Classrooms should be designed in such a way that students can view the chalkboard and other visual learning materials without obstruction. When views are blocked, students will not concentrate on the lesson. The classroom must be pleasing, neat and comfortable. Wall charts, posters, maps and pictures not only help learning but they also beautify the class. The teacher should arrange the classroom in the way he thinks best.

II. Good knowledge of the learners: A teacher should have good knowledge of learners with respect to their interests, ability, weaknesses and differences. Such knowledge will assist teachers in deciding the methods of teaching, the kind of stimuli that reinforce or punish an individual and the level of activity for an individual based on interest and ability. Even though some learners have better ability to lead than others, teachers should not use the same learner as leader all the time. When the teachers have good knowledge of the learners, it becomes easy for them-to guide, monitor, motivate and control the learners during the teaching-learning process.

III. Appropriate learning materials: The materials being presented to learners must be appropriate to their level of mental development. If the lesson material is too easy, it will be too boring for learners. If it is difficult, learners will lose interest in the lesson. The students will not enjoy the lesson if will not enjoy the lesson if any of these occur and they will begin to create problems. The school curriculum should be properly organized by considering the age and development level of children in the different classes.

IV. Good mastery of the subject matter: Teachers should have good mastery of the subject matter to be able to teach well. They should know far more than the students and the content of the topic intended to be covered in a lesson because there are some brilliant students in the class who may ask technical questions beyond the contents of the lesson. The inability of the teachers to answer such questions or an attempt to evade them may encourage indiscipline in the class.

V. The use of appropriate methods of instruction: One of the ways of ensuring classroom management is for the teachers to use appropriate methods of instruction. Teacher’s lesson presentation must be properly organized in the method of instruction. The method used by the teacher should stimulate learning. In fact, the best method is the one in which the learners actively participate in the lesson. This means that they should carry out activities which will sustain their interest in the lesson. If the children do not take part in what goes on during lesson presentation, they soon become tired and sleepy or they may keep themselves busy by doing something else which can create behavioural problems. The teacher must be able to relate his lesson to the world around by giving examples which learners will understand.

VI. Learning environment: The teacher should establish an environment that is conducive for learning. This is an important condition the teacher must try to achieve. It is only in the environment of trust that the teacher can respond appropriately to students’ problems. The school environment can influence students’ motivation to learn as it can influence students’ decision to come to class or stay away. It influences what students feel about the class, when students do not like to attend classes. When there are always conflicts in the class, when students perform poorly always and when classroom rules are too severe on learners, the environment is not good for learning.

METHODOLOGY

Descriptive survey design was employed in the study. According to Nwankwo (2013), descriptive survey is a design in which the researcher collects data from the large sample, drawn from a given population and describes certain feature of the sample as they are at the time of study and which are of interest to the researcher without manipulating any independent variables of the study. The study sought the opinion of principals on teacher’s classroom management capabilities for lesson delivery in secondary school in Rivers State, Nigeria. The population consisted of 276 principals in 276 public senior secondary schools in Rivers State. Source: Planning Research and Statistics Department, Rivers State, 2019. The sample of the study comprised of 83 principals of 83 public senior secondary schools,

representing 30% of the entire population. The instrument used titled: Teachers Classroom Management Capabilities for Lesson Delivery Scale (TCMCLDS). The instrument was structured with a four point modified Likert rating scale of Strongly agree (SA), Agree (A), Disagree (D) and Strongly disagree (SD) to elicit information from the respondents, and was validated. Using test-retest method, the reliability test was calculated with Person’s Product Moment Correlation, which yielded an index of 0.81. Mean scores and standard deviation were used to answer the research questions, while z-test was used to test the hypotheses at 0.05 alpha significant level.

RESULTS

Research Question One: In what ways do teacher’s communication capabilities enhance lesson delivery in public secondary schools in Rivers State?

Table 1: Weighted Mean and Standard Deviation Scores of Male and Female Principals on the Ways Teacher’s Communication Capabilities Enhance Lesson Delivery in Public Secondary Schools in Rivers State.

S/N	Items	Male		Female		Mean set (x ₁ x ₂)	Remark
		Principal \bar{X}_1	SD ₁	Principal \bar{X}_2	SD ₂		
1	Teachers’ sending skills in communication enhance lesson delivery in schools.	3.22	1.50	2.75	1.05	2.99	Agreed
2	Teachers’ receiving skills in communication enhance lesson delivery in schools.	3.46	0.98	3.22	1.11	3.34	Agreed
3	Teachers’ non-verbal skills in communication enhance lesson delivery in schools.	3.34	1.49	2.78	0.89	3.06	Agreed
4	Teachers’ reflection skills in communication enhance lesson delivery in schools.	2.62	0.96	2.63	0.90	2.63	Agreed
Average Mean/ Standard Deviation		3.16	1.23	2.84	0.98	3.00	

Data on Table 1 show that all items (1-4) had weighted mean scores above the criterion mean of 2.50 and were adjudged on the ways teacher’s communication capabilities enhance lesson delivery in public secondary schools in Rivers State. In summary, with an aggregate weighted mean of 3.00 which is above the criterion mean of 2.50, the respondents agreed that teachers’ sending skills in communication,

teachers’ receiving skills in communication, teachers’ non-verbal skills in communication and teachers’ reflection skills in communication enhance lesson delivery in schools in Rivers State.

Research Question Two: What are the ways teacher’s capabilities in instructional methodology usage enhance lesson delivery in public secondary schools in Rivers State?

Table 2: Weighted Mean and Standard Deviation Scores of Male and Female Principals on the Ways Teacher’s Capabilities in Instructional Methodology Usage Enhance Lesson Delivery in Public Secondary Schools in Rivers State.

S/N	Items	Male		Female		Mean set (x_1x_2)	Remark
		Principal \bar{X}_1	SD ₁	Principal \bar{X}_2	SD ₂		
5	Teachers’ use of problem solving methods enhances lesson delivery in schools.	3.00	0.70	3.19	0.59	3.10	Agreed
6	Teachers’ use of lecture method enhances lesson delivery in schools.	3.30	1.12	2.95	0.47	3.13	Agreed
7	Teachers’ use of discussion method enhances lesson delivery.	3.36	0.87	3.39	0.53	3.38	Agreed
8	Teachers’ use of inquiry discovery method enhances lesson delivery in schools.	3.22	0.71	3.42	0.74	3.32	Agreed
9	Teachers’ use of project method enhance lesson delivery in schools	3.55	0.89	3.51	0.63	3.53	Agreed
Average Mean/ Standard Deviation		3.28	0.85	3.29	0.59	3.29	

Data on Table 2 show that all items (5-9) had weighted mean scores above the criterion mean of 2.50 and were adjudged on the ways teachers’ capabilities in instructional methodology usage enhance lesson delivery in secondary schools in Rivers State. In summary, with an aggregate weighted mean of 3.29, above the criterion mean of 2.50 the respondents agreed that teachers’ use of problem solving methods, teachers’ use of lecture method, teachers’ use of discussion method, teachers’ use of inquiry discovery method, and teachers’ use of project method enhance lesson delivery in secondary schools in Rivers State.

Research Question Three: How do teacher’s capabilities in instructional materials usage enhance lesson delivery in public secondary schools in Rivers State?

Table 3: Weighted Mean and Standard Deviation Scores of Urban and Rural Principals on the Ways Teacher’s Capabilities in Instructional Materials Usage Enhance Lesson Delivery in Public Secondary Schools in Rivers State.

S/N	Items	Urban		Rural		Mean set (x_1, x_2)	Remark
		Principal \bar{X}_1	SD ₁	Principal \bar{X}_2	SD ₂		
10	Teachers’ use of chalkboard accessories enhances lesson delivery in school .	3.57	0.79	3.53	0.65	3.55	Agreed
11	Teachers’ use of bulletin board enhances lesson delivery in schools.	3.37	0.80	2.69	0.78	3.03	Agreed
12	Teachers’ use of posters enhances lesson delivery in schools.	3.47	0.50	3.22	1.07	3.35	Agreed
13	Teachers’ Use Of auditory Aid enhances lesson delivery in schools.	3.15	0.91	3.21	0.70	3.18	Agreed
14	Teachers’ use of Audio-Visual Aids and Television enhance lesson delivery in school.	3.85	0.97	3.22	0.81	3.54	Agreed
Average Mean/ Standard Deviation		3.48	0.79	3.17	0.80	3.33	

Data on Table 3 show that all items (10-14) had weighted mean scores above the criterion mean of 2.50 and were adjudged on the ways teachers’ capabilities in instructional material usage enhance lesson delivery in secondary schools in Rivers State. In summary, with an aggregate weighted mean of 3.33, above the criterion mean of 2.50, the respondents agreed that teachers’ use of chalkboard accessories, teachers’ use of bulletin board, teachers’ use of posters, teachers’ use of auditory Aid and teachers’ use of Audio-Visual Aids and Television enhance lesson delivery in secondary school in Rivers State.

Test of Hypotheses

H₀₁: There is no significant difference between the mean ratings of male and female principals on the ways teachers’ communication capabilities enhance lesson delivery in public secondary schools in Rivers State.

Table 4: z-test Analysis on the Difference between the Mean Scores of male and female teachers on the ways teachers’ communication capabilities enhance lesson delivery in public secondary schools in Rivers State.

	GROUP	N	Mean	Std. Deviation	Df	Zcal	Zcrit	Sig. (2-tailed)	Level of Sig.	Decision
Teacher’s Communication Capabilities.	Male	47	3.16	1.23	2	0.585	±1.960	0.290	0.05	H01 Accepted
	Female	36	2.84	0.98	81					

Table 4 revealed summaries of Subject, mean, standard deviation and z-test of difference between the mean ratings of male and female principals on the ways teachers communication capabilities enhances lesson delivery in public secondary schools in Rivers State. The calculated z-test value used in testing hypothesis stood at 0.585, while z-critical value stood at 1.960 using 81 degree of freedom at 0.05 level of significance.

At 0.05 level of significance and 81 degrees of freedom, the calculated z-value of 0.585 is less than the z-critical value of 1.96. Hence, this implies that there is no significant difference between the responses of male and female principals on the ways teachers’ communication capabilities enhance lesson delivery in secondary schools in Rivers State.

H0₂. There is no significant difference between the mean ratings of male and female principals on the ways teachers’ capabilities in instructional methodology usage enhance lesson delivery in secondary schools in Rivers State.

Table 5: z-test Analysis on the Difference between the Mean Scores of male and female principals on the ways teachers’ capabilities in instructional methodology usage enhance lesson delivery in secondary schools in Rivers State.

	GROUP	N	Mean	Std. Deviation	Df	Zcal	Zcrit	Sig. (2-tailed)	Level of Sig.	Decision
Teachers’ Capabilities in Instructional Methodology Usage	Male	47	3.28	0.85	2	-0.063	±1.960	0.290	0.05	H0 ₂ Accepted
	Female	36	3.29	0.59	81					

Table 5 revealed the summaries of Subject, mean, standard deviation and z-test of difference between the mean ratings of male and female principals on the ways teachers’ capabilities in instructional methodology enhances lesson delivery in public secondary schools in

Rivers State. The calculated z-test value used in testing hypothesis stood at -0.063, while z-critical value stood at -1.960 using 81 degree of freedom at 0.05 level of significance.

At 0.05 level of significance and 81 degrees of freedom, the calculated z-value of -0.063 is less than the z-critical value of 1.960. Thus, there is no significant difference between the mean ratings of male and female principals on the ways teachers’ capabilities in instructional methodology usage enhance lesson delivery in secondary schools in Rivers State.

H0₃. There is no significant difference between the mean ratings of male and female principals on the ways teachers’ capabilities in instructional materials usage enhance lesson delivery in secondary schools in Rivers State.

Table 6: z-test Analysis on the Difference between the Mean Scores of male and female principals on the ways teachers’ capabilities in instructional materials usage enhance lesson delivery in secondary schools in Rivers State.

	GROUP	N	Mean	Std. Deviation	Df	Zcal	Zcrit	Sig. (2-tailed)	Level of Sig.	Decision
Teachers’ Capabilities in Instructional Materials Usage	Male	47	3.48	0.79	2	1.759	±1.960	0.290	0.05	H0 ₃ Accepted
	Female	36	3.17	0.80	81					

Table 6 showed the summaries of Subject, mean, standard deviation and z-test of difference between the mean ratings of male and female principals on the ways teachers’ capabilities in instructional materials enhances lesson delivery in public secondary schools in Rivers State. The calculated z-test value used in testing hypothesis stood at 1.759, while z-critical value stood at 1.960 using 81 degree of freedom at 0.05 level of significance.

At 0.05 level of significance and 81 degrees of freedom, the calculated z-value of 1.87 is less than the z-critical value of 1.960. Hence, this implies that there is no significant difference between the mean ratings of male and female principals on the ways teachers’ capabilities in instructional material usage enhance lesson delivery in public secondary schools in Rivers State.

Discussion of Findings

From the study, the first finding revealed the respondents agreed that teachers’ sending skills in communication, teachers’ receiving skills in communication, teachers’ non-verbal skills in communication and teachers’ reflection skills in communication enhance lesson delivery in schools in Rivers State. Also, there is no significant difference between the responses of male and female principals on the ways teachers’ communication capabilities enhance lesson delivery in secondary schools in Rivers State. Classroom communication is achieved through teaching. Poor communication may result in very little learning and the collapse of class control. This was pointed out by Akintola (1990), as poor lesson delivery by teacher and lawlessness by students. According to Okorie, Igwe, Asodike, Onyeike and Anyaogo (2014), the teacher is the major source of information in the classroom. He or she is the classroom instructional leader. Okorie (2000) identified communication skills as sending skills, receiving skills, non-verbal skills and reflection skills. In his words “they convey messages as powerfully as spoken words”. All these agree with the findings of the present study. This is because the principals accepted all the forms of communications pointed out by Okorie (2000) as communication capabilities that enhance lesson delivery. The implication of the findings is that if the teachers possess teaching skill and has the ability to know when he or she is communicating well to the students; it will enhance lesson delivery.

The second finding showed that the respondents agreed that teachers’ use of problem solving methods, teachers’ use of lecture method, teachers’ use of discussion method, teachers’ use of inquiry discovery method, and teachers’ use of project method enhance lesson delivery in secondary schools in Rivers State. Similarly, there is no significant difference between the mean ratings of male and female principals on the ways teachers’ capabilities in instructional methodology usage enhance lesson delivery in secondary schools in Rivers State. Adeyemo (2012) examined the relationship between classroom management and students’ achievement. Using questionnaire instrument, his findings revealed that classroom management skills or techniques have strong and positive influence on student achievement in physics. This implies that methodology usage can result into adequate lesson delivery for students’ performance. These findings concern to the present study. The

implication is that, the use of appropriate materials, proper time management and use of textbooks enhances lesson delivery.

Lastly, the third finding of the study revealed that the respondents agreed that teachers’ use of chalkboard accessories, teachers’ use of bulletin board, teachers’ use of posters, teachers’ use of auditory Aid and teachers’ use of Audio-Visual Aids and Television enhance lesson delivery in secondary school in Rivers State. Also, there is no significant difference between the mean ratings of male and female principals on the ways teachers’ capabilities in instructional material usage enhance lesson delivery in public secondary schools in Rivers State. According to Okorie et al. (2014) chalkboards are used to supplement instruction, outline procedures with clear direction, provide pupils with written exercised and motivate pupils by providing an appropriate activity. Akubue (1991) sees relevant textbooks as a way of helping teacher’s in the classroom. Bulletin board and posters were viewed by Okorie et al. (2014) as important classroom materials which display information related to audio-visual aids as “any instructional material used to supplement the normal process of listening, seeing, reading and writing. All these assertions are relevant as well as agree with the present study. The implication of this study is that availability of relevant instructional materials and its proper usage will lead to in teacher’s lesson delivery.

CONCLUSION

Based on the findings of the study it is concluded that teachers’ communication capabilities, teachers’ capabilities in instructional methodology usage and teachers’ capabilities in instructional materials were identified as teachers’ classroom management capabilities for lesson delivery in secondary schools in Rivers State.

RECOMMENDATIONS

Based on the findings and conclusion of the study, it is recommended as follows:

1. School administrators should provide conducive school environments for teachers to continue to enjoy improvements in their capabilities to communicate effectively to students during lesson delivery.

2. Principals should endeavor to see that teachers continuously use appropriate methodologies during lesson delivery considering its enormous influence on students’ academic performance.
3. Teachers should be provided with instructional materials, supervised and encouraged to make use of them in order to ensure effective lesson delivery.

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