
Teachers' Classroom Management Competences for Lesson Delivery in Senior Secondary Schools

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Abstract

This study investigated teachers' classroom management competences and its relationship to lesson delivery in secondary school. The study analyzed teachers competences role in theory and what actually happens in practice in secondary school classroom management. Specifically, the study sought answers to the research objectives in relation to the research questions and hypotheses put forward in this study. A comprehensive literature review was carried out. The study's research design is a descriptive approach, as much as it is empirical and suggestive approach. This study's population consists of all the teachers and principals of the two hundred and fifty-six (256) senior secondary schools in Rivers State. The sample of the study comprised of one hundred and fifty six (156) Senior Secondary School Principals and teachers. The respondents responded to a thirty (30) item questions questionnaire titled teacher classroom management competence for lesson delivery (TCMCLD) developed by the researcher using a 4-point modified Likert-scale model. The instrument comprised of two (2) sections. Section 'A', comprised respondent's bio-data, while section 'B', was subdivided into five sub-sections on the possible competences variable that influence lesson delivery. The response format are 4=Strongly Agree (SA), 3=Agree (A), 2=Disagree (D) and 1=Strongly Disagreed (SD). The instrument was validated by the researcher's supervisor and other expert in measurement and evaluation in the department. Cronbach alpha was used to determine whether the instrument is actually very reliable. A reliability estimate of .811 was obtained, which shows that the instrument used in this study was very reliable. The research questions were answered through mean and standard deviation, while One-way analysis of variance (ANOVA) was employed to test the hypotheses at .05 level of significance. The study found significant relationship between teachers classroom management competences and lesson delivery. The study recommends that teachers' classroom management competences with reference to its relationship to lesson delivery should further be developed to further enhance lesson delivery in senior secondary schools in Rivers State.

Keywords: Teachers, Classroom Management, Competences, Lesson Delivery, Senior Secondary, Schools.

INTRODUCTION

Teacher's competence in classroom management is a problem observed that motivated these studies. Principals in Rivers State public senior secondary schools have reported the problem of teacher's abilities to manage classroom properly. The teacher's capabilities to guide learning and ensures that learning takes place in the classroom is the lingering difficulty in students' education.

The teacher perform managerial as well as academic functions in the classroom, the quality of students turned out depends on the qualities of the teachers. This informed the

professionalization of teaching to enhance their competence for optimum performance in the classroom. Training improves the teachers qualities which include caring, cheerfulness, fairness, flexible but firm, tolerance, democracy to allow creative and critical thinking, loyalty, good knowledge of psychology, honesty, self-discipline, sociable, resourcefulness, good sense of humour, creative, good knowledge of course content, good communication, proper use of instructional materials and methods of teaching. The impartation is aimed at deterring distractive behaviours in the classroom to enhance learning.

Competent teachers are known by their theoretical and practical command of knowledge of the course content, good human relation, skill in application of blended learning that enhances students learning, possession of the attitudes that add to learning through provision of conducive class space that deter disruptive behaviours in the classroom, adequate preparation, and other professional art of classroom management. Assertive teachers clearly, and consistently model and express class expectations and they work hard to build trust. Assertive teachers believe that a firm, teacher- in- charge classroom is in the best interest of students. They believe that the students wish to have the personal and psychological safety experienced when their teacher is highly competent in directing behaviours (Canter, 2009).

The qualities determine competence in teaching and its lack deters efficient teaching and creates problems for the teacher in her professional task of classroom management. Classroom management is a phrase educators use to illustrate the method of making sure that classroom lessons run efficiently in spite of unruly behaviours of students, the word means deterrence of distracting behaviours of students in the classroom.

Classroom management among other skills includes plans, ideas, useful considerations, advices, clues from experienced teachers, knowledge of changes produced forces in the classroom, familiarity with psychology, adequate understanding of students personality types and individual differences. Experienced in managing teaching materials, teaching methodology and students behaviours. Competence classroom management produces favourable class space for teaching and learning.

The expert teacher possesses knowledge that is more integrated. Such teachers combine new subject matter content knowledge with prior knowledge, can relate current lesson content to other subjects in the curriculum; and make lessons uniquely their own by changing, combining and adding to them according to their student's needs and the teacher's own goals. Teachers manage classroom to help create a safe, fair and rule based learning atmosphere for learning to take place (Goe, 2007). Prompt feedback contributes to increased motivation and retention, and that retention is increased when the material is made relevant to student's lives (Schackne, 2007).

The implication is that classroom management is vital because students' academic performance is determined by the teacher's efficiency in classroom management to a great extent. Teachers have been accused of bias, indoctrination power drunk and inability to allow creative and critical thinking in the classroom among other accusations, the implication of these reports against them are that students dropout and other unruly behaviours of students arise from inefficient classroom management which have crept into the wider society.

Johnson and Bany (cited in Jeremiah, 2009) stated that classroom management is the process of organizing and coordinating the willing efforts of children to achieve their own educational objectives. The emphasis is on caring, patience in dealing with pupils of varying capabilities and cultures in the classroom. Teaching shall be participatory, exploratory, experimental and child centered. Federal Republic of Nigeria (2013) states that quality teaching

involve efficient classroom management, the concept involves the professional practice of culture transmission, from teacher to student and from students to teacher which is the aim of teacher education. The goal of teacher education shall be to provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to changing situations and enhance teacher's commitment to the teaching profession.

Omieibi-Davids (2011) opined that teaching is involving a person in an experience that effects a change in his behavior. Teaching involved guiding student's to acquire facts, grow good habits, imparting skills, developing competence and arousing interest of students to learn. Secondary schools as a physical structure is a space bound by walls and roof which is used as space for housing students and teacher for the purpose of education activities. Secondary School is a School for pupils who have completed their primary education. Secondary school level is the bridge between the primary and tertiary levels. the importance of secondary education is geared towards providing all primary school leavers with the opportunity for education of a higher level irrespective of sex, social status, religious or ethnic background, offer diversified curriculum to cater for the difference in talents opportunities and future role, provide trained manpower in the applied sciences, technology and commerce at sub- professional grade, develop and promote Nigerian languages, art and culture in the context of worlds cultural heritage; inspire students with a desire for self-improvement and achievement of excellent, foster national unity with an emphasis on the communities that units as in our diversity, raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour appreciate those values specified under our broad national goals and live as good citizens and provide technical knowledge and vocational skills necessary for agricultural industrial, commercial and economic development (FRN, 2013).

Post-Basic Education and Career Development (PBECD) or Senior Secondary Education (SSE) is the education children receive after a successful completion of ten years of basic education and passing the Basic Education Certificate Examination. National Policy on Education (2013, p. 212). Secondary school is a body organized for a purpose of meeting the needs of cultural transfer, it arise out of common resolution of people to work together to promote knowledge and develop in students those attitudes that are beneficial to the society.

Schein (cited in Agi & Adiele, 2015, p. 36) defined organization "as the planned coordination of activities of a number of people for the achievement of some common goals. Secondary school is an organization, the teachers are the managers of the school system. The duties of the teachers are both academic and administration of the learning environment for the purpose of meeting the goal of Education.

Statement of the Problem

In Rivers State senior secondary schools, the most common problems reported by principals are those related to management of student's behaviour, classroom communication, motivation, teaching methodology, instructional material utilization and evaluation competences in the classroom.

Teachers' competences play a major role in classroom management. Classroom management includes plans, arrangements and directing classroom activities to achieve the goal of education in the school. Since classroom variables include people and materials it cannot be

free of problems, hence it requires competent teachers to manage it in order to enhance teaching and learning.

The problems has been how competent are the teachers in classroom management since the performance of the students hinge on the capabilities of the teachers to effectively deliver their lessons. Research has shown that some students react to the use of some undemocratic and unethical attitudes of some teachers because of personal believe system, bias, not allowing creative and critical thinking in the classroom among other unprofessional attitude of some teachers, which annoy some students and they may react negatively. As a result of inefficiency, some teachers react by shouting down students in order to maintain order in the classroom. In such situations when they arise, the teacher's reaction may worsen the situation which may lead to unruly behaviour and nonchalant attitude towards learning, loss of interest in school activities and may result internal and external examination failure or poor performance in grades in the students examinations.

Based on the above, the researcher wants to find out if the stated problems on teachers competence in classroom management is true in senior secondary schools in Rivers State. Thus the researcher will ascertain teachers' competence in classroom management for lesson delivery in senior secondary school in Rivers State.

Purpose of the Study

The study will investigate the effects of teachers' competence in classroom management for lesson delivery in selected senior secondary schools in Rivers State. To achieve the aim of the researcher, the study has these objectives:

- To determine how teachers communication competencies enhances lesson delivery in senior secondary schools in Rivers State.
- To determine how teachers' competencies in the use of instructional materials enhances lesson delivery in senior secondary schools in Rivers State.
- To determine how teacher's motivational competencies enhances in the delivery of lesson in senior secondary schools in Rivers State.
- To determine how teacher's evaluation competencies enhance delivery of lesson in senior secondary schools in Rivers State.
- To determine how teacher's competencies in the use of instructional methodology in enhancing lesson delivery in senior secondary schools in Rivers State.

Research Questions

These following research questions were directed the study:

- To what extent do teachers' competencies in classroom communication enhance lesson delivery in senior secondary schools in Rivers State?
- To what extent do teachers' competencies in the use of instructional materials enhance lesson delivery in senior secondary schools in Rivers State?
- To what extent do teachers' motivational competencies enhance lesson delivery in senior secondary schools in Rivers State?

- To what extent do teachers' evaluations competencies enhance lesson delivery in senior secondary schools in Rivers State?
- To what extent do teachers' competencies in instructional methodology enhance lesson delivery in senior secondary schools in Rivers State?

Hypotheses

The following hypotheses guided the study:

- There is no significant relationship between teachers' competencies in classroom communication and lesson delivery in senior secondary schools in Rivers State.
- There is no significant relationship between teachers' competencies in the use of instructional materials and lesson delivery in senior secondary schools in Rivers State.
- There is no significant relationship between teachers' motivational competencies and lesson delivery in senior secondary schools in Rivers State.
- There is no significant relationship between teachers' evaluation competencies and lesson delivery in senior secondary schools in Rivers State.
- There is no significant relationship between teachers' competencies in instructional methodology and lesson delivery in senior secondary schools in Rivers State.

LITERATURE REVIEW

The Concept of Management

The word Management have variously been defined by authors, Amah (2016, p. 1) stated that "management is generally concerned with the responsibility for the effective and economic planning and regulation of the proper mobilization of men, materials, machines and money for the achievement of the set objectives of the organization". Managers are responsible for acquiring, developing, protecting and proper utilization of organizational resources to achieve organizational goals.

From the definition it is clear that a manager has many roles to play to ensure the success of the organization, some of his duties includes: Forecasting production, costs, capital expenses, cash requirement, planning, which involve formulation of policies, control which involve system control, checking achievement against plans, motivation by inspiring employees and arousing them to performance and coordination by setting patterns for the organizations to follow. Every organization requires effective managers to run the system to achieve the aim of the organization.

Ajayi (2007) define management as the process of coordinating all resources (human, material, and time) for the purpose of attaining the stated objectives. Management play a pivotal role in every organization's success hence it is required in every organization and even in individual activities to ensure achievement of goals. The success of every organization depends on good and efficient management. Achuonye and Ajoku (2013, p. 216) opined that classroom organization and management is simply the organizing, controlling, directing of different variables in the classroom in order to achieve the objectives.

Adeyemi (2006) opined that Educational management is the process of providing leadership within an educational system by coordinating activities and making decision that would lead to the attainment of school's objectives which are teaching and learning. This implies that teachers are also managers of their various classrooms and have the responsibilities of performing management functions in their learning spaces for achievement of educational goals.

The Concept of Classroom

Classroom is a space where teaching and learning takes place it could be indoors or outdoors. It is a space set aside for students or pupils for the purpose of teaching and learning with the guidance of a tutor. According to Hill and Hill (cited in Osakwe & Osakwe, 2015) the classroom is an operational venue in schools which holds students together and offers them the opportunity of achieving the purpose of education.

Classrooms are designed according to purposes, we have physics laboratory, chemistry laboratory, biology laboratory computer pools etc these are situational learning classroom provided for students according to their choice of programmes and effective learning in the schools. Material factors employed for the purpose of facilitating teaching and learning varies with available fund and environment, some are black board, white board, LCD projectors, overhead projectors, TVs, Maps, charts, pencils, books, monographs, desk, tables, time-table and others.

Achuonye and Ajoku (2013, p. 216) opined that “the concept of classroom in its simplest form is limited to the four-walls of a room. But from abroad perspective, classroom refers to any place formal teaching and learning take place. In the light of this broad view, a classroom is seen and regarded as a power-house of formal education in which the success or failure of curriculum is generated and sustained.

Wikipedia, the free encyclopedia.com stated that a classroom is a learning space, a room in which both children and adults learn about things, it further referred learning space as a physical setting for a learning environment, a place in which teaching and learning occur.

The teacher need to take social context of the class into consideration, the sex composition, cultural background and other micro human and materials elements into accounts in his management of learning space to enhance retention of knowledge. Students forming opinions or judging the teachers entry into the class or rejecting the course is an indication of lack of interest. This may bring in disciplinary problems such as noise making movement of legs on the floor, hissing and other distractive behaviours. A competent teacher has a way of managing distractions, unruly behaviours, lack of interest and other disciplinary problems in the classroom.

The explanation made it clear that learning space is another name for classroom and that classroom may be indoor, outdoor actual location or virtual. Omieibi-Davids (2011, p. 246) opined that the classroom is a place to promote teaching and learning under the guidance of a teacher. It is any place where teaching and learning takes place. It could be a school, Museum, garden, field, carpark or market. It is the power house of formal education in which the success or failure of the curriculum is generated and sustained. Classroom also influences learning positively or negatively as the color, the room space, wall graphic etc.\\ can enhance learning, if designed by a competent teacher.

The Concept of Classroom Management

Classroom Management is the application of Management in the classroom to improve teaching and learning. It involved efficient combination of scarce resources as input to produce the required quantity and quality of graduates or pupils at a given period. Management is applied to classroom because scarce resources are involved as inputs requires efficient combination to produce the required output – students skilled qualified for re-investment into the system or productive ventures.

Babalola (2006) opined that classroom management ensures the provision of a safe space where teaching and learning can take place uninterrupted by other distractions. It is a systematic way of ensuring that classroom lessons run smoothly despite disruptive behaviors' by students or infrastructural deflection which may affect student in the form of colour or other physical distraction in the classroom. The functions of a teacher as the classroom manager is seeing that things are done according to rules laid down. It includes the examination of results, exposure of weakness and mistakes and prevention of further occurrences of errors. The purpose of classroom management is seeing that results conform with predetermined goals to a great extent according to the objective or aim of the policy of education.

The teacher as a classroom manager and implementer of educational rules involves control: exercise of authority to arouse students complies with rules, and regulations which guide classroom activities; reorganizing classroom space and teaching resources for optimum result.

Glossary of Education Reform (2014) argued that classroom management refers to the wide variety of skills and techniques that teachers uses to keep students organized, orderly, focused, attentive, on task and academically productive during a class. Learning space is important because it also enhances learning if properly organized by a competent teacher. The role of the teacher under examination in this study is their competence in the classroom behavior management, communication managements, use of chalkboard, instructional methodology, management of instructional materials, learner management and other resources available to achieve the purpose of investment in human beings.

Omieibi-Davids (2011) opined that classroom management is the planning, arranging and directing of the activities of variable in the classroom in order to achieve the objectives of the class in the school. He further stated that the variables include the human and non-human resources include all materials in the class, such as physical facilities, instructional materials, desk, tables, curriculum, syllabus, time-table, chalk board and so on.

Johnson and Bany as cited in Jeremiah (2009) opined that classroom management is the process of organizing and coordinating the willing efforts of children to achieve their own educational objective. The idea presented here shows that classroom management is the key to the achievement of the goal of education because it involves the combination and effective use of scarce resources as input to produce the desirable output (Students).

Alberto and Troutman (cited in Osakwe & Osakwe, 2015) opined that classroom management can be defined as the teachers' ability to cooperatively manage time, space, resources, students' roles and behavior to provide a climate that encourages learning. Wong (2009, p. 167) stated that classroom management consists of practices and procedures that a teacher uses to maintain an optimum environment in which instruction and learning can occur.

The Concept of Competent Lesson Delivery

Competent lesson delivery is the ability of the teacher to combine teaching plans and resources at his disposal well towards the achievement of the aim of education. In the opinion of Kaegal (2011) lesson delivery is the ability of the teacher to introduce some learning strategies that promote academic enhancement and achievement. Competent lesson delivery enables student get better understanding of the material taught which in turn improves pupils' participation and the students' works. Competent lesson delivery is a function of strategies, skills, knowledge and ability to apply other teaching resources toward the achievement of the aim of education.

Witcher, Owuegbuzie and Minor (cited in Hamid, 2012, p. 36) suggested six themes for the characteristics of effective teachers. The author listed the themes as student centeredness, enthusiasm for teaching, ethical values, classroom and behavior management, teaching methodology and knowledge. Competent lesson delivery involve adequate use of teaching materials, variance of methods, the teachers skill and experience, others are adequate learning space or environment and adequate management of the learners background and culture in the classroom. Competent lesson delivery on a large extent depends on the degree of the cognitive, affective and psychomotor skill the teacher poses. This implies that the teacher must possess adequate knowledge; attitude physical skill and other requirement expected of him to assist the pupils acquire the desire skill. The teacher's competence lies in his competence to bring out the desired changes in pupils.

Hattie (cited in Hamid, 2012) presented a different perspective on the characteristics of an effective teacher as someone who knows their subject matter well, is able to identify essential representatives of their subject, can guide and motivate learning through classroom activities, can monitor learning and provide effective feedback, can attend to attentive attributes and can influence student outcomes. Competent lesson delivery involves knowledge and skill of the teacher, good communication skill, varying of methods of teaching to take care of individual differences, efficient use of teaching aids others are: Adequate classroom furnishing styles, decorative items systematic strategy and classroom layout, - desk arrangement etc. There are certain features in the classroom that enhances lesson retention among students this includes approaches required by some programmes – science, vocational, technical and methods of assessing students. It is clear that competent lesson delivery requires human and material resources efficiently combined to enhance learning.

Atanda and Lameed (2006) opined that a well-ventilated, electrified, spacious, likable classroom with comfortable seats enhances teaching and learning. From this opinion classroom management is important because the human factor is the brain that deploys the resources where it will be useful to enhance learning in the classroom. The teacher's mastery of the course content, application of teaching methods, good communication, lesson notes, learner Management all combined with the material resources and classroom layout enhances learning improves recall of prior experience, and knowledge retention in students. From this analysis the factors that are necessary for competent teaching are how to manage the learner, the classroom or environment, and the subject matter to be studies. The learner is the one to be aroused through exposure to forms of learning activities which is the focus of teaching, the learning space is arranged to stimulate the learner and the subject matter content has to be presented well, logically, sequentially to make the lesson interesting to the learners.

Oliver and Reschly (2007, p .13) opined that “the ability of teachers to organize classrooms and manage the behavior of their students is critical to positive educational outcome. Comprehensive teacher preparation and professional development in effective classroom organization and behavior management is therefore needed to improve outcomes for students in general and special education. Ogundu (2013) explained that the unit plan outlines what the teacher should do and the activities that students should participate in if each unit is to be properly taught.

Systematic strategy is involved in competent lesson delivery to achieve the aim of teaching in the classroom. One reason teachers are trained is to equip them with necessary managerial skills which involve planning and how to combine efficiently teaching resources to enhance knowledge retention. Jeremiah (2009) defined lesson plan as a well thought out, orderly and sequential arrangement of lesson on paper, it names the subject matter, state the objective and describe the part both the learner and the teacher will play in the course of the lesson in order to achieve a given objective. This opinion looked at the lesson note as a detailed activity of the teacher and that of the learner during the period of the lesson. Lesson plan is an outline of the lesson while note is the detailed activities of both the teacher and the learner at the period of teaching in a learning space taken the age and level of class into consideration. It is a guide for the teacher. Lesson note and plan are interchangeably used by some authors. In the opinion of Amadi (2006) the lesson plan is thus a written document which incorporates all the activities or work to be done by a teacher in a given plan. It is the teacher’s guide or outline which includes the content to be taught, the objectives of the lesson, the students to be taught, the instructional strategies, the instructional materials, skills to be demonstrated, the activities of the lessons and evaluation process.

Indicator of competence in lesson delivery requires systematic strategy which involves a well-documented lesson note. Lesson notes determine effectiveness of the teaching, it is a guide to the teacher, it is an organized format for presenting teaching and learning activities, it helps the teacher to reduce the scheme of work and syllabus to a manageable unit, the layout is a yard stick for determination of the teacher’s competence at a glance. In considerations of enormous hindrances to teaching and learning in the classroom. Effective teaching and learning requires enabling environment, human and material resources to enhance learning. Achuonye and Ajoku (2013, p. 142) suggested that “the design of effective learning situations requires careful consideration of some input variables or situational contingencies namely:

- Class objective/content: what is state of the art of the subject matter? Is it well developed or not? In what form is it available? What skill, attributes or characteristics do students need as background or foundation for the desired change one hoped to effect? The basic dimension here is the level of abreaction (for students) of the material extending from theoretical to apply.
- Student’s motivation: This involves analysis, why students are taking the course. Is it required or elective? What do they want to put into it? In what degree is the group heterogeneous or homogeneous on these dimensions? Most education experts agree that the single most important pre-requisite for learning is the motivation or desire to learn. Learning must be purposeful as perceived by the students. The effective teacher will be sensitive to the students’ objectives and how they can be motivated to achieve them in concert with course objectives. This is facilitated by when students clearly understand

what the course objectives are; what will they know and be able to do as a result of this course; where does it fit in with other courses (past or future)? Hence, one way in which students inherent motivational forces can be tapped and channeled is to structure learning task and experiences so that students will be intrinsically motivated by the work they actually do. The underlying dimension regarding motivation involves sensitivity to the need which the students may have for learning the material.

- Student skill: This concerns their level of ability. Where are they now in terms of ability? Are they fast or slow learners. What is their age and background? How much ambiguity can they tolerate? The underlying dimension concerns the student capacity of becoming involved.
- Physical environment and other ergonomically considerations: This concerns the class size, physical facilities, class time available, time the class, meets and availability of resources – teaching assistance, audiovisual materials etc. Different kinds of learning require different environment. A room where learning can happen is flexible, quickly responsive to the groups need for a new arrangement. It is isolated, so learners never doubt that their mission is to learn. Lighting and ventilation are not obstacles to maintain that focus on learning. The room permits the creativity of the teacher to put things where the students can quickly use them as tools for their learning processes.
- The nature of the school pressures, rewards and constraints: What are the objectives of the school? What is the nature of competing pressures like research, publishing and service? What rewards or reinforcement are available in the system for being a good teacher? How much time can the teacher devote to teaching? If he must offer a great deal of service to the institution and to publish, then the time that can be devoted to teaching is obviously reduced with reduced/limited time resources, the teacher is often forced away from those strategies that can actively involve students.
- Teachers' skill and value: Is the teacher well trained to handle the class? What is his teaching style? What are his personalities like – attractive or repulsive? What are his values? What is his learning style as it, to a large extent determines his teaching style. The teacher needs among other things, sound knowledge on teaching methodologies, subject matter, and instructional materials.
- Developmental nature of learning process: Most topics/contents progress from simple to complex. Is the present stage complex? Is it too abstract for the students?

The Teachers Communication Competence for Lesson Delivery

Communication is the mean of conveying instruction. It is the key to learning because it is the process of passing instruction from one person to another. Communication creates understanding between the teacher and the students; it is the means of imparting knowledge, instruction, and intelligence from the teacher to the students and from students to the teachers.

Amah (2016) stated that communication involves the giving out of message from the sender and the receiving and understanding of the message by the receiver. Effective communication motivate students to participate in the lesson, students develop interest in learning and understand the use or application of Technology used in teaching and learning. It is the process of clarifying questions and complains; hence it is the key to teaching and learning. The teachers' communication competence is necessary in classroom management as it is the way

learning pass to be retained in pupils. Ibara (2010) defined communication as the exchange of information and transmission of meaning. It is broadly intended to ensure performance at all levels that result in the implementation of decisions and the achievement of organizational goals. Communication is the means of pass Ideas, Feelings, Thought, Beliefs, Emotion, Rules; Culture from one person to another, one person is the giver another receiver. The success of every lesson depends on good communication.

Amadi (2006, p. 38) opined that classroom communication is the process by which the teacher, the learner and instructional materials interact purposefully to provide learning. The success of education depends largely on how teachers relate with their learners in the classroom. It is therefore important for a teacher to learn how to communicate effectively in the classroom. The quality of output (students) to a large extent depends on material and human resources employed as input in the schools. Since managers are the key drivers of production, it means that the teachers are the drivers of classroom, their competence in communication and combination with other physical variables determines the quality and quantity of graduates turned out.

Teacher/Class communication exists when a teacher communicates with his entire class. Verbal communication exists when a teacher tells students information they need to know. For example, if a teacher ask a student to “Stop talking” this is a direct form of verbal communication. There are ways for teachers to communicate nonverbally with their classes, such as through their posture, gesticulations and proximity to the student. Instead of telling a student to stop talking, a teacher could use nonverbal communication by moving towards the disruptive student desk. Not only does the disruptive student receive the message, but other students in the class who observe the intervention receive it as well. Written instruction for an assignment is given from the teacher for the whole class (Conway, 2007). Communication plays a very important role in all forms of production, including the school system since it is the means of clarification between the teachers and the students. Communicology is an interdisciplinary science researching why a person communicates how he does it and how successfully, in order to achieve the emancipation of the individual and society as a whole. The operative knowledge, skills and attitudes constitute the core of teacher’s competence; however, the cultural heritage of teachers should also be taken into account within a certain social environment (Domazet, 2011).

The driving force of teaching resources is the teacher through effective communication to produce the desired graduates. Communication is regarded as the most natural of all activities because every action of man is communicating, including the social and physical environment around man. Teaches have to be careful in what they say in the classroom as there is no casual communication, every word we use have different meaning in different context in every situation. Communication is said to be effective when a competent teacher is communicating. Effective communication services various purposes in the classroom and the yard stick for its measurement is when positive changes in behaviour of the receiver (learner) are noticed. Effective communication increases efficiency, gives students the opportunity of expressing their feelings and serves as a medium of resolving conflicts; it reduces tension and guide direction for students. Communication is the means through which students can be motivated, encouraged to achieve an aim. It provides information for decision making and enhances teaching and learning. Communication competences can be defined as the ability to adapt the message to interaction and the context while feedback is used as information about the successful and non-successful adaptation.

Haiemenn (2011) view communication as the impacting of ideas and making oneself understood by others. It is also the process by which information is passed between individuals or organizations by means of previously agreed symbols. Without communication it will be difficult to reach agreement or pass message from teacher to students in the classroom. Communication refers to the transfer, transmission, exchange of information, knowledge, ideas, thoughts, opinions, faith, believes, attitudes, emotions from one person (Teacher) to the receiver (students).

Competent lesson delivery is achieve through effective classroom communication incompetent lesson delivery results from ineffective classroom communication, leading to little learning and collapse of classroom control. Mackenzie and Nickerson (2009) concluded that communication is natural but not simple. It occurs in the human realm, in both sensory and extra-sensory channels, in the animal and insect world; in the plant world, even at the cellular and atomic level every entity communicates. He said at work, however, communication is the medium we must use to get things done. So it behooves us to learn and practice the best methods we can find, to inform and inspire great performance at work. In his eight secrets of skillful communicating (sending), he said invest time to plan vital messages as carelessness, callousness, or discourtesy will cause misunderstanding, loss of trust and the ruin of relationships. Then, efforts to rebuild trust will prove arduous, time consuming and sometimes, unsuccessful. To assure skillful communicating (sending) he said your purpose need to be clarified, what do you want the other party to know or do? Select the right channel, Face to Face (f2f), a two-way phone call, voice-mail, conference, teaching video, demonstration, or entertainment. Choose words carefully to compose your message, plan one or two rewrites as necessary. Enhance written messages by choosing to consciously, transmit clearly; by avoiding slang or acronyms that may puzzle receivers. Do not assume reception – solicit feedback. Facilitate feedback with a built in tool that will save the other person’s time and enhance any live message with vocal tone and body language that reinforces your meaning. His discussion on listening skill, known as Robust receiving the highlighted the unlisted listening skills:

- Cut off Distractions - No calls, visions, or day dreaming just now;
- Quiet your Prejudices - Open your mind, but, listen only to understand, not to evaluate;
- Buy time, especially if the matter seems too important to handle quickly;
- Deal respectfully with any high emotions involved, but do not rush toward the solution.

Effective lesson delivery requires skillful communication which is based on making the course content clear to the receivers (students), select the right type of communication medium select the content to be presented, transmit the content clearly without slang, employ teaching aids clearly without slang, employ teaching aids, charts etc. to enhance your message add body language to enhance your communication delivery. The receivers should avoid personal agenda like judging or making a personal decision to distract him/her when receiving the message, the attitude is a hindrance to effective listening. Students should cut off all forms of distractions when the teacher is teaching, no phone calls, no day dreaming, pupils should be at the state of present when learning.

Students should eliminate emotion by calming themselves down when receiving message from the teacher. The teacher should plan the topic and its content well, select conversation method, and control his urge to react negatively to actions in the classroom. The teacher should

not interrupt critical and creative thinking of the student by their questions during lesson delivery. If you speak and if I am listening, you are changing me. A person who knows how to listen attentively and emphatically enriches himself and changes himself, if because of nothing else then because of his continuous efforts to be consciously present in a given situation and within a communication context and not just be there (Bakic-Tomic et al., 2015).

The students are to listen absorb main point of the lesson, they should work hard, take notes, and capture main points of the lesson both those that agree as well as conflicting with their views. This is focusing on reception, not evaluating the lesson. Students should ask question as well as the teacher to add to understanding and retention of knowledge. The students should observe all forms of communication while in the classroom this include body language, read between the lines for what is not said, learn from the physical teaching aids and the environment.

The teacher competent lesson delivering involves communication which is conveyed through language, spoken sound and body language, the teacher, the subject and learning space or environment. Balogun (1984) defines teaching as the passing of ideas, knowledge, skills, attitudes, beliefs and feeling to someone with the aim of bring about particular change in that person. How information pass from the giver to the receiver is the first achievement of teaching and learning processes. The culture of the people is meant to be transferred from one generation to another through learning. The teacher is the one trained to make desirable changes occur in pupils or learners they effect changes in pupils by persuasion or arousing pupils to accept dictation from the sources or the teacher. A teacher must be trained, certified and licensed to possess the competence needed in classroom management; he must possess the skill, techniques, methodology, principles, and adequate knowledge of the course content and practices of teaching in the classroom.

Communication competences include two types of skills: Cognitive skills which help to find successful ways of achieving personal and relational goals and behavioural which help in achieving of set goals. A teacher should have leadership and organization abilities, as well as communication abilities developed. From that perspective to teach means to be able to look through the eyes of others. This implies care, hence, taking an active interest in lives and growth of others, which is nothing coincidental but rather an intentional logic of meeting and communicating with other people's humanness. Every human being has the desire to be recognized and appreciated. Thus, communication is transfer of meaning in the form of social Values, Culture, Skill, Idea, opinions and sharing of experiences. The teacher however is a communicator with the aim to affect desirable changes in the learners.

The Teacher Learner Management Competence for Lesson Delivery

Management is the cornerstone of every organization's success. The Manager is saddled with the function of planning organizing, coordinating, directing and others. He is the driver of the system for effective performance and quality product. The teacher as the classroom Manager performs all the function of a Manager or leader in the learning space. Human being is the most complex thing to manage hence a competent teacher must apply all motivational and learning tactics to enhance teaching and learning in the classroom. Behaviour means the activities of living organisms which can be observed and measured in an objective way. Education in a narrow sense is the modification of behavior of an individual in a controlled environment. Similarly, education is in a way development of desirable habits, skills and attitudes which makes an

individual a good citizen. In the process of education we try to shape the behavior of young children in accordance with aims and goals of national life (Ololube, 2005). Hence education is defined as shaping behavior or modification of behavior of the individual for adequate adjustment in the society.

Managing student behavior is a great task more than other physical teaching resources. Every child in the classroom is already infested with attitudes which arise out of home background association, beliefs and behaviours towards some objects. These behaviours are not stable as they are constantly changing with social influences, individual home back ground, culture and individual dispositions. The effectiveness of a teacher depends on his competence to manage the learner's attitudes exhibited in the classroom, their predispositions, a tendency to respond positively or negatively towards the teacher's ideas, objects within the learning space, and situations in the environment. To help teachers manage students behaviours in the classroom.

The Teacher Chalk Board Management Competence for Lesson Delivery

The chalkboard is any surface whereby chalk can be applied either in writing or drawing. The board is called chalk board because chalk and board are the material used in writing in the past. Presently we have white board, interactive boards, and other types of electronic boards. Teacher's uses chalk board when presenting lesson directly to the students.

The teacher effective use of instructional materials especially the chalk board is very important. Proper use of the chalk board enhances learning as there is time to write on the board to clarify or demonstrate the meaning of what is being presented. Chalk board is one of the most used instructional materials in the classroom, teachers often used for writing as the lesson progresses. Teachers use chalk board to display diagrams or illustrate subjective ideas in a physical form to enhance comprehension. Chalk board has taken different forms now; some are white, magnetic chalk board, mobile chalk board, yellow, red or green according to available fund and nature of programme.

Omieibi-Davids (2011, p. 244) suggested effective utilization of the chalkboard as follows:

- Write legibly
- Write important points of the lesson instead of lengthy notes
- Write new and difficult words, names and dates for emphasis
- Put up illustration
- Do not talk while writing on the board
- Wipe the chalkboard at the beginning to rid it of the previous teachers work or the previous lesson.
- Do not ask question with their answers on the board
- Stand by the side of the board to avoid covering what is written on the board.

The most important things teachers' should remember when writing on the chalk board are to write clearly for the students to see and copy, the board should always be cleaned after teaching. The teacher should wipe out all writing on the chalk board to keep it clean. Effective use of the chalk board requires the follow:

- The teacher should position the chalk board in a place where all pupils in the classroom can see it properly without obstruction.
- The teacher should plan the chalk board such that it can be divided into portion to give the students opportunity to continue writing while the teacher clean up the first portion for continuation of the subject under discussion. This means that the teacher is not supposed to write in a manner that will not allow the students space to continue writing when the teacher is given note to the students on the chalkboard.

The teacher is not expected to cover the board while writing but should stay by the corner of the chalk board so that he cannot cause obstruction or prevent the students from seeing the board clearly.

The teachers writing should be bold on the chalk board to enable the student read it with ease. The teacher should not use his finger as a pointer on the chalk board but should use a cane of about two thired a meter as a pointer to enable the students see the boards clearly as the teacher is clarifying issues on the chalk board. Achuonye and Ajoku, (2013, p. 199) listed effective uses of chalk board as follows:

- Never talk to the class while facing the board, maintain a face to face contact with the audience or after writing on the board;
- Use a pointer when explaining some points on the board;
- Control the chalk; write legibly and boldly on the board so that everybody in the audience can see clearly. Colour breaks, visual monotony: use colours of chalk to differentiate between items and to emphasize;
- Avoid coping lengthy notes on the board;
- Arrange the work in good order to avoid confusion;
- Never try to draw detailed diagrams on the board;
- Cover up the work not yet needed; and
- Maintain the chalk board by constant cleaning and renovation.

Chalk board is put into different use by the teacher during teaching and learning. Its effective use helps to develop ideas taught, make illustration simply and make solving of mathematic simple.

Chalk board construction is cheap since a part of the classroom wall can be painted black and use as black board. It is desirable and easy to maintain as it is cheap to acquire and maintain because chemical are not used in cleaning it. The chalk board requires to be managed by a competent teacher due to some disadvantages associated with the use of chalk board. Chalk board can obscure vision if not properly positioned, it sometimes makes writing invisible when it is slippery hence the teacher should supervise the construction of a chalk board such that it can facilitate or enhances acquisition of knowledge. The dust produced by chalk board may harm the teacher due to the chemical composition and may produce dirt which may cause sickness or reduce the life span of other instructional facilities such as computer and other items in the College. The teacher should properly manage chalk board because it may improve learning or hinder learning.

Teacher Instructional Methodology Competence in Lesson Delivery

Teaching methodology include the study and practice of different teaching styles or methods applied during class session. Anwuka (cited in Achuonye & Ajoku 2013, p. 154) opined that methodology is both the study of different methods and systematic means of presenting subjects content and learning experience with a view of achieving the predetermined objectives. Teaching methodology requires the tutor becoming a professional in the use of several methods of teaching and practicing them or applying them during teaching. The methods are the sum of activities employed by the teaching during class session, the purpose of these activities is to improve or enhance knowledge retention.

The purpose of training teachers is to make them competent in the use of teaching activities for improvement in teaching and learning. Umoh (2007) opined that “teaching strategy is a special device adopted by the teacher in imparting or facilitating knowledge, skill, abilities, and attitude expertly to facilitate pupil’s achievement in a particular lesson. A competent teachers involves several method in a class session with the aim of providing for individual differences or learning capabilities among students.

Jeremiah and Vipene (as cited in Jeremiah 2009, P.36) opined that “Teaching method is the general process or procedure used by the teacher in organizing the teaching learning process with the sole aim of achieving the objectives of the lesson. The methods employed by teachers during lesson delivery constitute the some of their activities to arouse students to learn. These are the instruction methods.

Selection of the right methods of teaching depends on variables. In the opinion of Achuonye and Ajoku (2013, p. 191) the choice of teaching methods is determined by:

- the subject
- the objectives
- the class, age, size, educational and physical abilities
- the equipment available
- time available
- the best way to present the subject
- the group’s knowledge of the subject
- the kind of participation anticipated by the teacher

The Teacher Competence in the Usage of Instructional Material for Lesson Delivery

Conveyance of message requires ways and means of delivery. The environment where messages are sent have effect, it can impede or enhance understanding. This is the reason management is applied in the process of handling the materials used in lesson delivery.

Ministry of Education Guyana (2016) reported that teaching material is a generic term used to describe the resources teachers use to deliver instruction. Teaching materials can support students learning and increase student success. Ideally, the teaching materials will be tailored to the content in which they are being used, to the students in whose class they are being used and the teacher. Teaching materials come in many shapes and sizes, but they all have in common the ability to support student learning.

Instructional materials are the sum of objects and devices employed by the teacher for the purpose of facilitating teaching and learning during class session. Amadi (2006, p. 62) defined instructional materials as “anything the teacher uses in the classroom to facilitate the process of teaching and learning.

Teaching aid could be audio, that is teaching materials that appeal to the sense of hearing or visual, those that can be captured by the sense of sight. During communication in the class, the teacher arranges these teaching materials such that it can improve his teaching and arouse interest of the learners to enhance retention of knowledge among students. Kay’s observation in 2008 (as cited in Obiaks, 2017) opined that instructional materials stimulate the student desire to learn. It assists learning process by making assimilation and memorization of materials easy. Also, it helps to hold attention, include greater acquisition and as well as objectives which may be inaccessible to many students.

Finally, an instructional material makes learning available to a wider audience, control the pace of learning, promote better understanding and help to overcome physical difficulties in presenting the subject content. The teacher should be careful in the selection of teaching materials as wrong choice of teaching aid may reduce the pace of learning and result to unruly behavior in the classroom.

Analyzing instructional materials. The process of selecting quality materials includes determining the degree to which they are consistent with the goals, principles, and criteria developed in the National Science Education Standard. Well defined selection criteria help ensure a thoughtful and effective process, to be both usable and defensible, the selection criteria must be few in number and embody the critical tenets of accurate science content, effective teaching strategies and appropriate assessment techniques.

METHODOLOGY

Research Design

The study’s research design is a descriptive, empirical and suggestive approach, because of the purpose of the study, which is to determine the effects of teachers’ classroom management competence for lesson delivery in selected senior secondary schools in Rivers State. First, the study x-rayed teachers’ classroom communication competence and its effect on lesson delivery. Second, it highlights teachers’ competence in the use of instructional materials enhance lesson delivery, third, teachers’ motivational competence enhance lesson delivery. Fourth, assess how teachers’ evaluation competences enhance lesson delivery, and fifth, appraise how teachers’ competence in instructional methodology enhances lesson delivery. In order to address the descriptive section of this study, the study will review literature the relationship between teachers’ competence in classroom management for lesson delivery. The empirical part of this study will include the collection of data from respondents through a structured questionnaire, and data were analyzed using the statistical package for the social sciences (SPSS) version 23. The suggestive part portrayed the study’s findings on the effect of classroom management on lesson delivery.

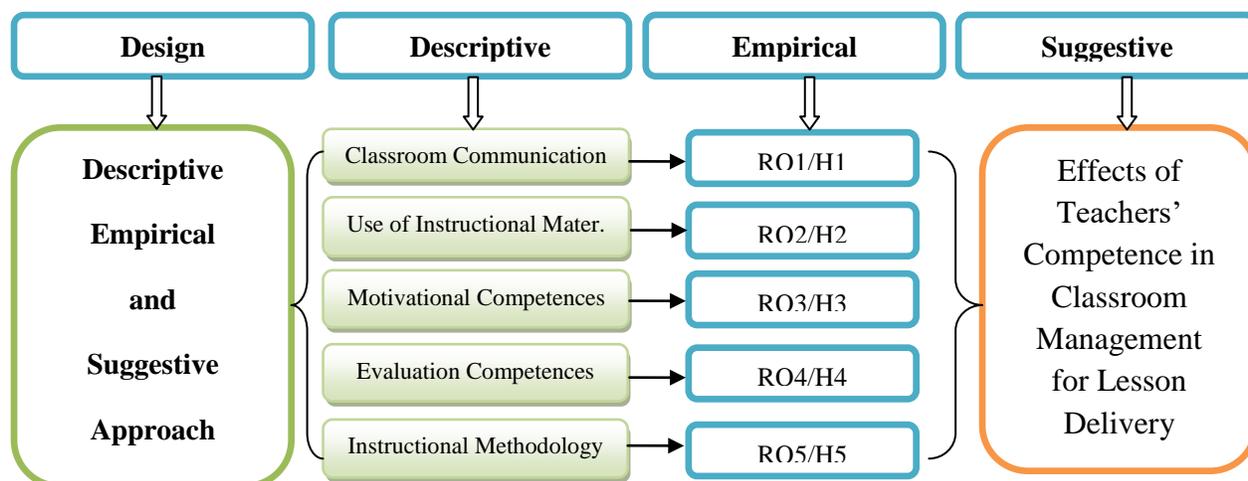


Figure 1: Research Design Summarized

Population of the Study

This study's population consists of all the teachers and principals of the two hundred and fifty-six (256) senior secondary schools in Rivers State. The Two hundred and fifty-six senior secondary schools have a corresponding number of two hundred and fifty-six principals, which are made up of two hundred and seven (207) male and forty-nine (49) Female. The teachers are over 3500 according to the Planning, Research and Statistics (PRS) Department of the Rivers State Senior Secondary School Board (RSSSB) Port Harcourt (10th July, 2017).

Sample and Sampling Techniques

The sample of the study comprised of one hundred and fifty six (156) Senior Secondary School Principals and teachers, out of the two hundred and fifty six (256) secondary schools obtain through Taro Yamane's Formula. Respondents were selected using proportionate stratified random sampling Technique for appropriate representative of the states of the population. The sample comprised of 81(51.9%) male and 75(48.1%) female from the selected schools.

Research Instrument

The respondents to the instrument for data collection responded to a thirty (30) item questions instrument titled teacher classroom management competence for lesson delivery (TCMCLD) developed by the researcher using a 4-point modified Likert-scale model. The instrument comprised of two (2) sections. Section 'A', comprised respondents Bio-data, while section 'B', was subdivided into five sub-sections on the possible competences variable that influence lesson delivery. The response format are 4=Strongly Agree (SA), 3=Agree (A), 2=Disagree (D) and 1=Strongly Disagreed (SD).

Validity of the Instrument

First, the questionnaire was validated by experts in measurement and evaluation, especially the researcher's supervisor. Second, the instrument was administered to a sample outside the actual sample to be used in the study. Their comments and observations were used to moderate the instrument's validity.

Reliability of the Instrument

Reliability of the instrument was first tested on the relationship between the items in the survey instrument of each dimension of the effect of classroom management on lesson delivery vis-à-vis classroom communication competences, competences in the use of instructional materials; motivational competence, evaluation competences and competences in instructional methodology on lesson delivery. The internal consistency of the instrument was examined by calculating Cronbach's alpha to determine whether the instrument is actually very reliable. A reliability estimate of .811 was obtained, which shows that the instrument used in this study was very reliable.

Reliability Statistics	
Cronbach's Alpha	N of Items
.811	30

Method of Data Collection

The researcher with the help of a research assistant personally administered the instrument to the respondents in the selected secondary schools in Rivers State. This is done to enable the researcher to calculate and answer the research questions and hypotheses.

Method of Data Analysis

To be able to answer the research questions, mean, standard deviation (SD) and simple percentages were used, while One-way analysis of variance (ANOVA) was employed to test the hypotheses at .05 level of significance. The criterion mean that was used in scoring is 2.50, which was obtained by summation of the weighted points and divide by four (4).

- Strongly agree (4)
- Agree (3)
- Disagree (2)
- Strongly Disagreed (1)

$$= \frac{4 + 3 + 2 + 1}{4} = 2.50$$

Any hypothesis that is greater than .05 level of significance is accepted, while any hypothesis that is equal or less than .05 level of significance is rejected.

RESULTS

Research Question One

Table 1: Descriptive statistics for classroom communication and lesson delivery

s/n	Items	Mean	Std. Dev.	Remark
1	Teachers' interaction skill in communication enhances lesson delivery in schools.	3.9744	.15857	Accepted
2	Teachers' receiving skills in communication enhances lesson delivery in schools.	3.7372	.44158	Accepted
3	Teachers' non-verbal skills in communication enhance lesson delivery in schools.	3.8205	.43236	Accepted
4	Teachers' chalkboard writing skill as a method of communication enhances lesson delivery in schools.	3.6410	.48124	Accepted
Grand mean		3.7932	.37843	Accepted

The first research question states “To what extent do teachers’ competences in classroom communication enhance lesson delivery in senior secondary schools in Rivers State?” The research question is aimed at determining the extent to which teachers competencies in classroom communication enhances lesson delivery. The results in table 1 revealed that respondents were of the view that teachers’ interaction, receiving, non-verbal and chalkboard writing skills in communication enhance lesson delivery in schools. This is as shown in the grand mean of 3.7932 with a standard deviation of .37843.

Research Question Two

Table 2: Descriptive statistics for instructional materials and lesson delivery

s/n	Items	Mean	Std. Dev.	Remark
5.	Teachers' use of obligatory media, like maps and chalkboard enhances lesson delivery in schools.	3.5769	.53326	Accepted
6.	Teachers' use of mass/personal media like Televisions, radial, Newspapers, Video or Closed-Circuit Television (CCTV) enhances lesson delivery in schools.	3.5321	.50058	Accepted
7.	Teachers' use of criterion media like, models and mock-up media in practicing skills enhances lesson delivery in schools.	3.6474	.47931	Accepted
8.	Teachers' use of games devices live boxers, punching bags, dummy that simulate actions develop correct habits and feeling enhances lesson delivery in schools.	3.6859	.46565	Accepted
9.	Teachers' use of two/three dimensional materials like pictures, graphics and real objects or globes enhances lesson delivery in the schools.	3.7692	.42268	Accepted
10.	Teachers' use of projected devices like transparencies, slides, films enhances lesson delivery in schools.	3.7436	.43806	Accepted
11.	Teacher use Technology materials like computers and video projectors enhance lesson delivery in schools.	3.7564	.43063	Accepted
12.	Teachers' use of print materials like newspapers, magazines, Journals, books and graph enhances lesson	3.4864	.47816	Accepted

13.	delivery in schools. Teachers' use of non-print materials like (concrete things) soil testing Kits, harvesting tools, processing tools, electronic gadgets, models and other real things enhances learning.	2.9996	.53993	Accepted
Grand mean		3.5775	.47647	Accepted

Research question two highlighted that “To what extent do teachers’ competences in the use of instructional materials enhance lesson delivery in senior secondary schools in Rivers State?” The purpose of this research question is to investigate the extent to which instructional materials enhance lesson delivery. The results in tables 2 depict that respondents were of the opinion that teachers’ use of obligatory media, like maps and chalkboard; use of mass/personal media like Televisions, radial, Newspapers, Video or Closed-Circuit Television (CCTV); use of criterion media like, models and mock-up media in practicing skills; use of games devices live boxers, punching bags, dummy that simulate actions develop correct habits and feeling; the use of two/three dimensional materials like pictures, graphics and real objects or globes; use of projected devices like transparencies, slides, films; the use of print materials like newspapers, magazines, Journals, books, graph and the use of non-print materials like (concrete things) soil testing Kits, harvesting tools, processing tools, electronic gadgets, models and other real things enhances lesson delivery in schools. Their opinion is shown in the mean score of 3.5775 and a standard deviation of .47647. Thus respondents accepted that instructional materials enhance lesson delivery in secondary schools.

Research Question Three

Table 3: Descriptive statistics for motivational competences and lesson delivery

s/n	Items	Mean	Std. Dev.	Remark
14	Teachers’ regular commendation motivates students and enhances lesson delivery in schools.	3.4808	.82283	Accepted
15	Teachers’ granting students the opportunity to practice (active participation) motivates students to learn and enhances lesson delivery in schools.	3.7500	.73441	Accepted
16	Teachers’ provide students with information about their progress in the class motivate students to learn and enhance lesson delivery in schools.	3.3337	.74309	Accepted
17	Teachers’ starting lessons with short story directly related to the topic motivates students to learn enhances lesson delivery in schools.	3.4216	.75509	Accepted
18	Teachers’ starting teaching with questions that requires express opinions of the students motivate students to learn and enhances lesson delivery in schools.	3.2646	.71108	Accepted
Grand mean		3.4501	.75330	Accepted

Research question three states that “To what extent do teachers’ motivational competences enhance lesson delivery in senior secondary schools in Rivers State?” the essence of this research question is to evaluate if teachers’ motivational competences enhance lesson delivery. The results as depicted in table 3 show that respondents were of the belief that teachers’ regular

commendation motivates students; granting students the opportunity to practice (active participation); providing students with information about their progress in the class motivate students to learn; starting lessons with short story directly related to the topic motivates students to learn and starting teaching with questions that requires express opinions of the students motivate students to learn and they enhance lesson delivery in schools. This is expressed in the mean score of 3.4501 with a standard deviation of .75330. Thus, respondents accepted that teachers' motivational competences enhance lesson delivery in senior secondary schools in Rivers State.

Research Question Four

Table 4: Descriptive statistics for evaluation competences and lesson delivery

s/n	Items	Mean	Std. Dev.	Remark
19	Teachers' use of placement evaluation improves identification of how much learners have gained mastering of a subject improves learning and enhances lesson delivery in schools.	3.7500	.43441	Accepted
20	Teachers' use of formative evaluation provides feed-back for improvement, enhances lesson delivery in schools.	3.7051	.45745	Accepted
21	Teachers' use of diagnostic evaluation identifies student problem areas and help teachers vary methods for effective teaching enhances lesson delivery in schools.	3.8205	.38500	Accepted
22	Teachers' use of summative evaluation rank or grading student for more improved teaching enhances lesson delivery in schools.	3.5897	.49346	Accepted
23	Teachers' use of Assessment provides feed-back for scoring and motivation of students enhances lesson delivery in schools.	3.7372	.44158	Accepted
Grand mean		3.7207	.44238	Accepted

Research question four states that "To what extent do teachers' evaluation competences enhance lesson delivery in senior secondary schools in Rivers State?" the purpose of this research question is to ascertain the extent to which teachers' evaluation competences enhance lesson delivery. The information in table 4 revealed that respondents were of the view that teachers' use of placement evaluation improves identification of how much learners have gained mastering of a subject improves learning; use of formative evaluation provides Feed-back for improvement; use of summative evaluation rank or grading student for more improved teaching and the use of diagnostic evaluation identifies student problem areas and help teachers vary methods for effective teaching enhances lesson delivery in schools. This is evidenced in the mean score of 3.7207 and a standard deviation of .44238.

Research Question Five

Table 4.5: Descriptive statistics for instructional methodology and lesson delivery

s/n	Items	Mean	Std. Dev.	Remark
24.	Teachers' use of problem solving methods enhances lesson delivery in schools.	3.7244	.48955	Accepted

25.	Teachers' use of storytelling method enhances lesson delivery in schools.	3.6346	.48309	Accepted
26.	Teachers' use of discussion methods enhances lesson delivery in schools.	3.6731	.47060	Accepted
27.	Teachers' use of inquiry discovery methods enhances lesson delivery in schools.	3.6731	.52257	Accepted
28.	Teachers' use of project methods enhances lesson delivery in schools.	3.7244	.44828	Accepted
29.	Teachers' use of demonstration methods enhances lesson delivery in schools.	3.6987	.46029	Accepted
30.	Teachers' use of field trip methods enhances lesson delivery in schools.	3.7436	.43806	Accepted
Grand mean		3.6959	.47320	Accepted

Research question five states that “To what extent do teachers’ competences in instructional methodology enhance lesson delivery in senior secondary schools in Rivers State?” the purpose of this research question is to examine the extent to which teachers’ competences in instructional methodology enhance lesson delivery. Results in table 4.5 exposed that respondents were of the appraisal that teachers’ use of problem solving methods; use of storytelling method; discussion methods; inquiry discovery; use of project methods; demonstration methods and the use of field trip methods enhances lesson delivery in secondary schools. This is reflected in the mean score of 3.6959 and a standard deviation of .47320. Thus, respondents accepted that teachers’ competences in instructional methodology enhance lesson delivery in senior secondary schools in Rivers State.

Hypothesis One: Teachers’ competences in classroom communication and lesson delivery

Table 6: ANOVA analysis for teachers’ competences in classroom communication and lesson delivery

		Sum of Squares	df	Mean Square	F	Sig.
Teachers’ competences in classroom communication and lesson delivery	Between Groups	2.000	1	2.000	11.000	.003
	Within Groups	104.942	154	.681		
	Total	106.942	155			

Hypothesis one states that “There is no significant relationship between teachers’ competences in classroom communication and lesson delivery in senior secondary schools in Rivers State”. Data in table 6 above revealed that respondents were of the opinion that there is significant relationship between teachers’ competences in classroom communication and lesson delivery in senior secondary schools in Rivers State. This is shown in the F-ratio of 11.000 and it is significant at .003. Thus hypothesis one was rejected.

Hypothesis Two: Teachers’ competences in the use of instructional materials and lesson delivery

Table 7: ANOVA analysis for teachers' competences in the use of instructional materials and lesson delivery

		Sum of Squares	df	Mean Square	F	Sig.
Teachers' competences in the use of instructional materials and lesson delivery	Between Groups	2.579	1	3.579	13.112	.000
	Within Groups	28.671	154	.186		
	Total	30.250	155			

Hypothesis two states that “There is no significant relationship between teachers' competences in the use of instructional materials and lesson delivery in senior secondary schools in Rivers State”. Information in table 7 above depict that respondents were of the view that there is significant relationship between teachers' competences in the use of instructional materials and lesson delivery in senior secondary schools in Rivers State. This is shown in the F-ratio of 13.112 and it is significant at .000. As a result, hypothesis two was rejected.

Hypothesis Three: Teachers' motivational competences and lesson delivery

Table 8: ANOVA analysis for teachers' motivational competences and lesson delivery

		Sum of Squares	df	Mean Square	F	Sig.
Teachers' motivational competences and lesson delivery	Between Groups	3.051	1	3.051	10.216	.004
	Within Groups	36.122	154	.235		
	Total	39.173	155			

Hypothesis three states that “There is no significant relationship between teachers' motivational competences and lesson delivery in senior secondary schools in Rivers State”. The statistics in table 8 exposed that respondents were of the belief that here is significant relationship between teachers' motivational competences and lesson delivery in senior secondary schools in Rivers State. This is depicted in the F-ratio of 10.216 and it is significant at .004. Consequently, hypothesis three was rejected.

Hypothesis Four: Teachers' evaluation competences and lesson delivery

Table 9: ANOVA analysis for teachers' evaluation competences and lesson delivery

		Sum of Squares	df	Mean Square	F	Sig.
Teachers' evaluation competences and lesson delivery	Between Groups	2.779	1	2.779	12.818	.000
	Within Groups	33.394	154	.217		

Groups		
Total	36.173	155

Hypothesis four states that “There is no significant relationship between teachers’ evaluation competences and lesson delivery in senior secondary schools in Rivers State”. Information in table 9 revealed that respondents were of the view there is no significant relationship between teachers’ evaluation competences and lesson delivery in senior secondary schools in Rivers State. This is represented in the F-ratio of 12.818 and it is significant at .000. Therefore, hypothesis four was rejected.

Hypothesis Five

Table 10: ANOVA analysis for teachers’ competences in instructional methodology and lesson delivery

		Sum of Squares	df	Mean Square	F	Sig.
Teachers’ competences in instructional methodology and lesson delivery	Between Groups	3.298	1	2.298	11.277	.002
	Within Groups	35.876	154	.233		
	Total	38.173	155			

Hypothesis five states that “There is no significant relationship between teachers’ competences in instructional methodology and lesson delivery in senior secondary schools in Rivers State”. The data in table 10 revealed that respondents were of the opinion that there is significant relationship between teachers’ competences in instructional methodology and lesson delivery in senior secondary schools in Rivers State. This is represented in the F-ratio of 11.277 and it is significant at .002. Hence, hypothesis five was rejected.

DISCUSSION OF FINDINGS

This study was aimed at evaluating teachers’ classroom management competences and its relationships with lesson delivery. Communication was one of the variables that were tested. The results revealed that communication is the mean of conveying instruction. It is the key to learning because it is the process of passing instruction from one person to another. Communication creates understanding between the teacher and the students; it is the means of imparting knowledge, instruction, and intelligence from the teacher to the students and from students to the teachers.

According to Amah (2016), communication involves the transmission of message from the sender and the receiving and understanding of the message by the receiver. Thus effective communication motivate students to participate in the class lesson, students develop interest in learning and understand the use or application of Technology used in teaching and learning. It is the process of clarifying questions and complains; hence it is the key to teaching and learning. The teachers’ communication competence is necessary in classroom management because it is one of the ways learning pass through to be retained in students (Ibara, 2010). Communication in

the classroom is broadly intended to ensure performance at all levels that result in the implementation of decisions and the achievement of learning

According to Amadi (2006), effective classroom communication is the process by which the teacher, the learner and instructional materials interact purposefully to provide learning. The success of learning depends largely on how teachers relate with their learners in the classroom. It is therefore important for a teacher to learn how to communicate effectively in the classroom.

Regarding teachers teaching methodology different teaching methods applied during class session. According to Anwuka in Achuonye and Ajoku (2013) teaching methodology involves the systematic means of presenting subjects content and learning experience with a view of achieving the predetermined objectives. Teaching methodology requires the teacher to be professional in his/her teaching methods as much as possible, including in the use of several methods of teaching and applying them during teaching. These methods are the totality of activities employed by the teaching during class session, the purpose of these activities is to improve or enhance knowledge retention.

The results on teachers' evaluation competencies included here are the knowledge and skills critical to a teacher's role in the instruction process. However, it is understood that there are many competencies beyond evaluation competencies that teachers must possess in order to be effective in their instructional processes.

Evaluation competences involve identifying the strengths and weaknesses of a learning outcome and it helps one check the validity of the basis upon which an instructional process has been organized and developed. And it also checks the effectiveness of the particular instruments, that is, the teachers and other conditions that are being used to carry forward the instructional program. Evaluation results assist teachers in knowing whether the curriculum has been effective and how curriculum programs could be improved upon (Ololube, 2006).

To this end, evaluation competences involve teachers' appraisal or judgment with respect to some certain criteria (Gbamanja, 1989; Ololube, 2008). Consequently, teacher's way of getting valid evidence about the students' achievement in classroom are laid out in a teachers ways of evaluating their students.

According to Sanders et al. (1990) the scope of a teacher's professional role and responsibilities for student assessment may be described in terms of the following activities which require competence in student assessment and sufficient time and resources to complete in a professional manner. They include activities occurring prior to instruction; activities occurring during instruction; activities occurring after the appropriate instructional segment (e.g. lesson). However, it is only when teachers understand the techniques of evaluation that they will be capable of maximizing the potential of their students (Ololube, 2006).

In the same vein and in line with Jeremiah and Vipene cited in Jeremiah (2009) opined that teaching method is the general process or procedure used by the teacher in organizing the teaching learning process with the sole aim of achieving the objectives of the lesson. The methods employed by teachers during lesson delivery constitute the some of the activities to arouse students to learning. They are the instruction methods and the selection of the right methods to use. According to Achuonye and Ajoku (2013), the choice of teaching methods is determined by the subject, objectives, class, age, size, educational and physical abilities, equipment available, time available, and the best way to present the subject. They further include the student's knowledge of the subject and the kind of participation anticipated by the teacher.

The result from the data analyses on the instructional material requires ways and means of lesson delivery. The environment where lessons are delivered have effect, it can impede or enhance understanding. This is the reason management is applied in the process of handling the materials used in lesson delivery.

According to the Ministry of Education of Guyana (2016), the teaching material use to deliver instruction facilitates lesson delivery in school. Teaching materials support students learning and increase student success. Ideally, the teaching materials that are tailored to the content of the subject matter help students to assimilate faster. Teaching materials come in many shapes and sizes, but they all have in common is the ability to support student learning.

According to Amadi (2006), instructional materials could be anything the teacher uses in the classroom to facilitate the process of teaching and learning. Teaching aid could be audio, that is teaching materials that appeal to the sense of hearing or visual, those that can be captured by the sense of sight. Instructional materials stimulate the student desire to learn. It assists learning process by making assimilation and memorization of materials easy. Also, it helps to hold attention, include greater acquisition and as well as objectives which may be inaccessible to many students (Ololube, 2006).

According to Ololube, Umunadi and Kpolovie (2014), electronic chalk board is one of the teaching aids that afford students the opportunity of blended learning. It arouse students interest as computer is involves and makes learning easier as information can be recalled from the system.

Results on teachers' motivational competences and lesson delivery show that in student's motivation it involves analysis why students are taking the subject and working towards achieving the goal. Most respondents agree that the single most important pre-requisite for learning is the motivation or desire to learn. Learning must be purposeful as perceived by the students. The effective teacher will be sensitive to the students' objectives and how they can be motivated to achieve them in concert with subject objectives (Ololube, 2006). This is facilitated by when students clearly understand what the subject's objectives are; what will they know and be able to do as a result of this course; where does it fit in with other courses (past or future)? Hence, one way in which students inherent motivational forces can be tapped and channeled is to structure learning task and experiences so that students will be intrinsically motivated by the work they actually do. The underlying dimension regarding motivation involves sensitivity to the need which the students may have for learning (Ololube, 2005).

CONCLUSION

This study used quality creative writings as a framework to bring together many approaches to achieving sustainable excellent classroom management competences in school. The study covered a lot of ground from both theoretical and empirical data, by viewing teachers' classroom teaching processes and management. The theme of these perspectives is that teachers play a vital role in school effectiveness and improvement through effective classroom management.

This research has outlined teachers' complex role and explicitly stated the significance of the need for classroom management competences. The delight and enthusiasm observed in this study led the researcher to think that using teachers classroom competences in the teaching and learning process may be a very good course of action, not only because the students will enjoy the instructional activities, but because they are valuable factors that will enhance the intellectual

growth of both the teachers and the students. From the study, it was gathered that teachers' classroom communication competences improves students learning effectiveness. Ololube (2005, 2006) and Amah (2016) share the same opinion when they state that teachers' communication competences helps to broaden their students' knowledge. Correspondingly, they acknowledged that teachers interaction skill in communication enhances lesson delivery in schools.

Research (Anwuka in Achuonye & Ajoku, 2013) has shown that teachers' teachers' characteristics, knowledge and skills have a closer understanding of the activities within the school and its potential activities and strive to promote the stability of the classroom environment by using the appropriate teaching methods and instructional material utilization competences.

This research finding showed that professional characteristics line knowledge and skills of teachers have a role in effecting quality classroom teaching in schools. It involves a thorough understanding of the challenges and significance of building an effective classroom management system in secondary schools.

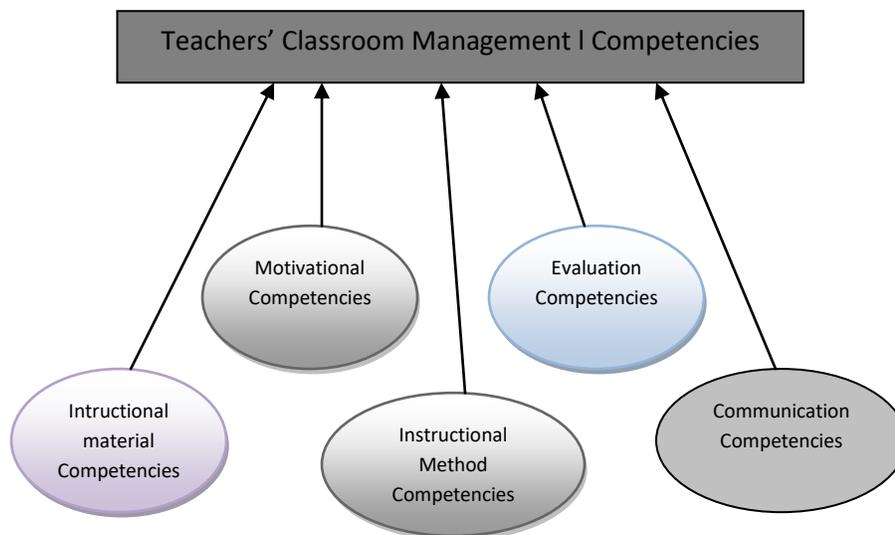


Figure 1: Types of Teachers' Classroom Management Competencies. Adapted from Ololube (2006).

Recommendations

This study recommends that:

- Teachers' classroom management competences with reference to communication should be further developed to further enhance lesson delivery in senior secondary schools in Rivers State.
- Teachers' competences in the use of instructional materials should be further developed to further enhance lesson delivery in senior secondary schools in Rivers State.
- Teachers' motivational competences should be further developed to further enhance lesson delivery in senior secondary schools in Rivers State.

- Teachers' evaluations competences should be further developed to further enhance lesson delivery in senior secondary schools in Rivers State.
- Teachers' competences in instructional methodology should be further developed to further enhance lesson delivery in senior secondary schools in Rivers State.

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