



Influence of Teachers' Orientation on Instructional Delivery in Public Senior Secondary Schools in Rivers State

Dr. B. Wey-Amaewhule and UDOFIA, Ann Essien Anthony

Department of Educational Management, Faculty of Education, Rivers State University, Port Harcourt, Nigeria

DOI: <https://doi.org/10.55248/gengpi.2022.31283>

ABSTRACT

The study investigated the influence of teachers' orientation on instructional delivery in senior secondary schools in Rivers State. Three objectives, three research questions and three hypotheses guided the study respectively. The research design adopted in this study was a descriptive survey design. The population of the study was 2017 consisted of 36 principals and 1981 teachers and principals drawn from the 36 public senior secondary schools in Port Harcourt Metropolitan, Rivers State. The sample size was 813 which consisted of 36 principals and 777 teachers. The multistage sampling technique was used for this study. A self-designed structured twenty items questionnaire titled: Teachers' Orientation on Instructional Delivery questionnaire (TOIDQ) was used for the study. The instrument was validated using face and content validation by the expert judgement of two experts in Educational Foundations and Measurement and Evaluation. The Cronbach Alpha method was used for the reliability of the instrument which yielded a reliability index of 0.89. 813 copies of questionnaire were administered and also retrieved. The study adopted mean and standard deviation to answer the research questions while z-test statistics was used to test the null hypotheses at 0.05 level of significance. Findings of the study among others revealed that; to a high extent teachers' orientation on classroom management, teaching method, continuous assessment and instructional materials influence instructional delivery in public senior secondary schools in Rivers State. Based on the findings of the study, it was concluded that teachers orientation enhance instructional delivery in classroom management, teaching methods, continuous assessment strategies and proper utilization of instructional materials. It was therefore recommended among others that; Government should organize workshop on classroom management, continuous assessment and in-service training for teachers to enhance instructional delivery in public senior secondary schools in Port Harcourt.

Key Words: Orientation, Instructional Delivery, Classroom Management, Teaching Methods, Continuous Assessment.

INTRODUCTION

Education is concerned with the total development of an individual as it embraces cognitive, physical, social and emotional development of a person. Teachers are the greatest assets in the society. They have the ability to inspire, empower and foster a environment of self-confidence, in the lives of students. Orientation has become logical and the most important step in human resource management process. This process starts from the period where the new employee is taken round the offices, factory, schools and also introduced to the facilities/amenities available.

According to Mathias (2014), orientation is the planned introduction of new employees to their jobs, coworkers, and culture of the organization. Orientation ensures that a new employee is provided with information and assistance when commencing employment in an organization. It is conceived as a process that introduces new employees to their jobs, expectations, superiors and peers. It could be said to be a program of activities mounted by the school head for newly recruited teachers to introduce them to their new environment with regards to the facilities available, academic and, non-academic programs, rules and regulations as well as their superiors. Teachers' orientation is a term used to describe series of processes beginning teacher experiences so as to improve the skills necessary to successfully teach in the assigned teaching classes, through the process of orientation, the teacher is exposed to the school rules and regulations such as time management; time in and time out, when to be in class, lateness, absenteeism and its effects.

According to Battioala (2014), instructional delivery refers to the interaction among the students, the teacher, the content, the knowledge, skills, dispositions students will need for learning and collaborating with others. Instructional delivery as well as competencies is essential practices that, teachers must master for instructional delivery to maximize knowledge and skill acquisition.

Teachers' Instructional delivery is a complex phenomenon especially in relation to the concept of teachers orientation. Instructional delivery is the actual accomplishment of assigned task. It is the actual work done against the expected standard of achievement. There are numerous activities which teachers carry out which determine how effective and productive their job might be such activities include the drawing or preparing of scheme of work, lesson plan, delivery of lesson, evaluation of students, reporting of student progress. Other activities carried out by teachers include, maintenance of discipline among students, keeping of attendance register, house mastership/mistress, counseling, participation in sports and club activities. These are

areas which relate to the individual teacher's instructional delivery needs. Orientation programmes can improve the skills for new teachers; interaction with students, parents, colleagues and officials.

Teachers' orientation on classroom management is the process teachers use to ensure that classroom lessons run smoothly without disruptive behaviour from students compromising the delivery of instruction. This includes the prevention of disruptive behaviour preemptively, as well as effectively responding to it after it happens. Such disruptions may range from normal peer conflict to more severe disturbances of the social class dynamics, such as bullying among students, which make it impossible for the affected students to concentrate on their schoolwork and may result in poor performance of students. Classroom management is crucial in classrooms because it supports the proper execution of curriculum development, developing best teaching practices and putting them into action (Musuko, 2010).

Teaching method comprises the principles and methods used by teachers to enable students learn. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. Teachers engage on orientation on the particular methods to use for instructional delivery (Laing, 2009). Teaching method refers to the general principles, pedagogy and management strategies used for classroom instruction. There are many examples of teaching methods like teacher-centred instruction, small group instruction, students centered, project method.

Continuous assessment is an approach that captures the full range of learners' performance. Teachers and administrators would thus be able to assess learners' progress and would have time to correct the problems. Teachers get full orientation on how to assess the students. Continuous assessment gives both the students and teachers detailed up-to-date information on the students' development and learning requirements and the formative nature of this assessment gives students feedback on their progress during the term or semester when they still have time to modify their practices (Pandey (2006).

However, teachers' orientation has positive and significant relationship on the teachers instructional delivery hence it is necessary that all the new teachers in the school, are promptly and effectively involved into the school culture and allows them to seamlessly integrate into the school community. Laing (2009), also observed that the main purpose of teachers' orientation is to help the new teacher adjust to his current situation as an employee, a professional colleague, a member of the social milieu and a community (school) member. Teachers' orientation ensures proper classroom management, proper handling of students' continuous assessment, effective use of instructional facilities and effective teaching in schools. It is against this background that the researcher examines the influence of teachers' orientation on instructional delivery in public senior secondary schools in Rivers State.

Concept of Teachers Orientation

Orientation can be viewed as a special kind of training designed to help new employees to learn about their task, to be introduced to their co-workers and to settle in their work situation-a vital ingredient of internal corporate communication (Benneth, 2011). Employee orientation can be broadly defined as the familiarization with, and adaptation to, a new work environment. It refers to a process by which a new employee is introduced to the organization, to the work group, and to do the job. Traditionally, organizations approach orientation by describing to the new employee the organization's history, structure, fringe benefits, rules and regulations.

Teachers Orientation programme is meant for new staff transferred or old staff depending on the purpose of the programme. However, the main purpose of orientation is to acquaint the new teachers with their primary functions, their privileges and obligation in the school environment. This will enable them to work with confidence and derive personal satisfaction on the job. The first few months within any organization represent the critical period during which an employee will or will not learn how to become a high performer. According to Mathias (2014) it is this principles of learning that ensures that productivity potential. is enhanced, while simultaneously, both the company and employee expectations are integrated.

According to Okolie (2015), regardless of an employee preserve training level, there is need for every staff to constantly renew, upgrade and update his/her knowledge skills and capability in order to keep face with the rapidly changing society. An educational organization may have teachers with the ability and determination with the appropriate equipment and managerial support yet performance falls below expected standards. The missing factor in many cases is the lack of adequate skills, and knowledge, which is acquired through orientation after employment.

Orientation and induction has similar objectives, orientation and induction are the processes where a newly recruited employee is taken through activities that help them get conversant with the operation it involves newly recruited teachers being initiated in the teaching profession by being taken through an orientation process where they familiarize themselves with the operation of the school. According to Smith and Ingersoll (2004) most new teachers support involves a novice working with an experienced teacher or mentor. Research on Mentor-based support of new teachers has focused on its relationship to instruction and collegiality. Little (2010) also argued that mentor-based induction helps new teachers learn school norms, working with colleagues, interacting with students, how long to work and how to teach. Little, though, did not specify how mentoring should be done.

Orientation is the process designed to acquaint newly and reassigned individuals with their place of work. Orientation of new teachers to the school has a relatively short duration at the basic level. The essence of orientation is to acquaint the new teacher with knowledge about the school, colleagues and the programmes of the school, with the aim of helping the teachers in terms of where to find what, where to go for what and the whole set up of the school environment including the school community.

Teachers Orientation on Classroom Management

A classroom is a space provided in a school where students gather and the teacher meets them for lectures. Classroom is a room set aside and specifically designed and furnish for the purpose of teaching and learning (Agabi, 2013). For classroom to be useful for the purpose it was meant to serve, it has to be organized and maintain. This brings about the concept of classroom management. Classroom management refers to the sum total plan of actions taken by the teacher in the classroom to bring about conducive classroom environment that supports teaching and learning leading to success and achievement. Wali, (2013) defined classroom management as the process and strategies an educator uses to maintain a classroom environment that is conducive to students learning and success.

Teachers in the classroom are the managers of the classroom activities. He or she is concerned with maintaining order, regulating the sequence of events and directing his/her own attention towards achieving educational goals. The success of any educational system depends largely on the effectiveness of classroom management. Classroom management techniques have been divided into two major components, behavioural management and instructional management (Martin & Sass, 2010).

Classroom management, teaching and learning appears to be linked up and so if the teacher is striving to develop students who can perform academically through school experience, then classroom management techniques need to be studied and applied during orientation. Since private schools employ termly and yearly, the new teachers need to be enlighten on proper classroom management techniques and must be observed by the head to be sure this techniques are applied in the teaching and learning process in class. Contrary to popular belief held by Pandey (2006), classroom management is not a gift bestowed upon some teachers. It is a skill that can be acquired like any other profession through induction and orientation, on-the-job training, workshops, seminars and so on. Classroom management thus requires specific skills such as planning, organizing, as well as aptitude for team work. It requires a great deal of commitment, initiatives, teachers willingness to adjust, creative thinking and actions.

Teachers orientation to classroom management is required for all teachers upon employment at a new school. It is intended to give teachers an introduction to classroom ethics, curriculum, discipline in class. The method of presentation and exact content of the orientation to class management is up to the school management.

Teaching methods

Teaching methods are used to impart knowledge to students. It is the means by which the teacher attempts to impart the desired learning or experience. The choice of a particular method of teaching by the teacher is determined by a number of factors which includes the content to be taught, the objectives which the teacher plans to achieve, availability of teaching and learning resources and the ability and willingness of the teacher to improvise if convectional teaching aids are not available, evaluation and follow-up activities and Individual learner differences (Maicibi, 2003). The methods used in teaching vary depending on the information or skills that are being taught and also be influenced by the aptitude and enthusiasm of the students. Thus, orientation of the teachers in this circumstance, is to acquaint them with the strategies and procedures that will boost their productive as well as engendering students' performance too.

For Oigara (2011), teacher orientation on teaching methods has to stress teacher-centered approaches and learner centered approaches. Teacher-centered approaches include lecture method, drilling and questioning. In teacher centered approach, learning takes place when teachers teach and later examine taught concepts by giving students exercises related to the teacher's presentation during or after the lesson. This is for the purpose of finding out whether students grasped the knowledge passed on to them by the teacher. It is considered sensible for teachers to be familiar with the language which the students are using to learn. Language is key to the process of teaching as well as assessing or testing so as to discover the weakness of the students or areas they did not understand in the course of teaching (Brad, 2000).

Teaching profession has become a systematic process of transmitting knowledge, attitudes and skills in accordance with professional principles. In the traditional epoch, many teaching practitioners widely apply teacher-centered method to impart knowledge to learners comparative to student - centered methods. Until today, questions about effectiveness of teaching methods on students learning have consistently raised considerable interest in the thematic field of education research (Hightower, 2011).

Whalen (2012) alluded that effectiveness of a teaching method is reflected in the outcome of the teaching-learning process, inform of marks, grades and mean scores. Teaching methods are the most effective agent of social and personal transformation of attitude and behavioural tendency in the students hence leaves a relatively formative effect on learners.

Classroom Assessment Or Continuous Assessment

Classroom assessment or continuous assessment is the preserve of the teacher as assessments are part of the routine classroom activities. The teacher designs quizzes, short answer objective tests, portfolios among many other instruments for investigating students' learning. According to Oluremi (2020), an ideal educational system would ensure that teachers develop their instructional materials and assessments concurrently so as to achieve a sound balance between curricula, teaching activities and assessment. There is an indication that one of the strategies for effecting good classroom practices is to integrate assessment and instruction. This presupposes that classroom assessment should not be considered as a separate entity from the routine activities of teaching. While the main purpose of using continuous assessment techniques is to inform decision making and professional practice, there is a strong summative component to this formative process. Over time the documentation of the evolution of students' understandings, skills, and dispositions can be accumulated and can provide a wealth of data for reporting students progress and development for occasions such as

report cards, science nights, and parent conferences.

Assessment of learning is known as a progressing process. It includes the procedure of checking on, reflecting and modifying the learning techniques in an arranged and cautious way. In this process, observations are made time to time to collect data to determine the level of students' knowledge, understanding and performance. It is done by giving particular tasks to students based on their previous achievement in classroom (Ayeni, 2011). Thus, during the orientation of the newly employed teachers, notice and information are devised to them to properly understand the values of continuous assessment for their job enhancement. As a matter of facts, continuous assessment provides day-to-day feedback about the learning and teaching process. In other words, it encourages the understanding of teaching as a formative process that evolves over time with feedback and input from students.

Continuous Assessment clearly guides learning activities as it determines the extent of achievement and performance of the teachers as well as the students. Webber (2012) observed that one way to guide learning towards deeper learning is to apply the so called continuous assessment in form of learning assignments that are due throughout the whole course instead of conventional practice of having an exam at the end of the course as teaching and learning can be affected by various actions. Webber underlined the idea that the organization of the course content and assessment play important roles in high quality learning. In addition to physical learning environment the mental environment of the course has to be taken care of. It is important to support learning processes by choosing assessment methods that encourage reflection and critical thinking as well as awarding conceptual understanding as means of enhancing deeper model of teaching and learning.

Continuous assessment can clearly be seen as a mean of supporting both deep and strategic learning activities in the classroom set up. The teachers need to understand that when students have intention to learn deeply they have a strong motivation to understand ideas for themselves and really holistically seek ways to apply the studied issues. In this case, continuous assessment helps to define the levels of understanding required and engagement in guiding the act of participation, memorizing and describing and applying related knowledge that reflects on the course content. In this case, continuous assessment can also be used as a tool to communicate the intended learning outcomes to students, which can increase their deep-learning motivation (Biggs & Tang, 2007).

Statement of the Problem

In every organization, employees are expected to do well in their job, but the need for enabling environment is not given the priority it deserves (Stockard, 2018). The situation is even worse in teaching profession where teachers are not regarded. Proprietors of institutions expect teachers to do well when employed but they consider orientation to be waste of organizational resources.

A significant problem that continues to confront our schools in Nigeria is the provision of adequate orientation for newly recruited teachers to cope with the school ethics. Although, it is an undeniable fact that problems exist everywhere, especially where there are human interactions and activities, there is need for principals in public secondary schools to orient its staff to eradicate these problems. New and inexperience teachers are expected to upgrade and be updated with educational ethics, teaching methodology, evaluation, yet the needed training and orientation which school principals should organized are not given due consideration. This has led to poor professional practice and the inability to adopt the changes and innovations in the educational system. As much as it can be said that teachers' orientation enhance teachers instructional delivery. The question is to what extent does orientation of teachers influence instructional delivery of teachers? It is against this back drop that the study intended to investigate the perceived influence of teachers' orientation on instructional delivery in senior secondary schools in Rivers State.

Purpose of the Study

The main purpose of the study was to examine the influence of teachers' orientation on instructional delivery in senior secondary schools in Rivers State. Specifically, the objective of the study is to:

1. Examine the extent to which teachers' orientation on classroom management influence instructional delivery as perceived by principals and teachers in public senior secondary schools in Rivers State.
2. Determine the extent to which teachers;' orientation on teaching method influence instructional delivery as perceived by principals and teachers in public senior secondary schools in Rivers State.
3. Ascertain the extent to which teachers' orientation on continuous assessment influence instructional delivery as perceived by principals and teachers in public senior secondary schools in Rivers State.

Research Question

The researcher formulated the following research questions that guided the study.

1. To what extent do teachers' orientation on classroom management influence instructional delivery as perceived by principals and teachers in public senior secondary schools in Rivers State?
2. To what extent do a teachers' orientation on teaching method influence instructional delivery as perceived by principals and teachers in public senior secondary schools in Rivers State?
3. To what extent do teachers' orientation on continuous assessment influence instructional delivery as perceived by principals and teachers in public senior secondary schools in Rivers State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

1. There is no significant difference in the mean ratings of principals and teachers on the extent to which teachers' orientation on classroom management influence instructional delivery as perceived by principals and teachers in public senior secondary schools in Rivers State.
2. There is no significant difference in the mean ratings of principals and teachers on the extent to which teachers' orientation on teaching method influence instructional delivery as perceived by principals and teachers in public senior secondary schools in Rivers State.
3. There is no significant difference in the mean ratings of principals and teachers on the extent to which teachers' orientation on continuous assessment influence instructional delivery as perceived by principals and teachers in public senior secondary schools in Rivers State.

METHODOLOGY

The researchers adopted a descriptive survey design. The population of the study consisted of 2,017 principals and teachers, There are 36 principals and 1981 teachers drawn from 36 public senior secondary schools in Port Harcourt Metropolis, Rivers State. The sample of the study consisted of 813 principals and teachers drawn from 36 public secondary schools in the study area. The researchers therefore used the Taro Yamane formula and multistage sampling technique. Wimmer and Dominick (2011) revealed that multistage involves dividing the population into groups or clusters. The first stage is the purposive selection of three (3) local government areas out of the 23 local governments. The second stage involves the purposive sampling of all the principals (36) of the public senior secondary schools in the selected local government and the last stage is the use of sampling to select 777 teachers. However, there are 36 principals and 777 teachers with total sample size of 813. The instrument for data collection in this study was a questionnaire titled; Influence Teachers' Orientations and Instructional delivery Questionnaire (ITOJPO). The questionnaire consisted of two sections. Section A contains questions on demographic data of respondents while Section B contains twenty (20) structured items. A four point likert type scale was used and the respondents were asked to select one of the four (4) options: very high extent (VHE) = 4, high extent (HE) = 3, low extent (LE) = 2 and very low extent (VLE) = 1. Face and content validity was determined by the expert judgment of two experts in the Department of Educational Management and of Measurement and Evaluation. All the corrections made were strictly effected in the final draft of the questionnaires. The internal consistency of the instrument was determined using the Cronbach Alpha method. The instrument was administered to 20 teachers outside the sample population. The scores were analysed using Cronbach Alpha statistics which yielded a reliability coefficient of 0.83, 0.76, 0.86 and 0.70 respectively. The data collected for the study were analyzed by the researchers using the descriptive and inferential statistics, Mean and standard deviation were used to answer the research questions while z-test was used to test the hypotheses at 0.05 level of significance. Decision for the analysis was based on mean of 2.50 and above which was High Extent while below 2.50 was low extent. The null hypotheses where z-calculated value is greater than the z-critical value of 1.96 was rejected while the null hypotheses was accepted where z-calculated value is less than z-critical value of 1.96 was accepted.

RESULTS

Data Presentation

Research question 1: To what extent do teachers' orientation on classroom management influence instructional delivery as perceived by principals and teachers in public senior secondary schools in Rivers State?

Table 1: Mean and standard deviation analysis on the extent teachers' orientation on classroom management influence instructional delivery as perceived by principals and teachers in public senior secondary schools in Rivers State

S/ No	Items	Principal (N=36)			Teachers (N=777)		
		\bar{X}	STD	REMARKS	\bar{X}	STD	REMARKS
1	Teachers' effective control of the students in the classroom enhances their instructional delivery	3.17	0.78	HE	3.18	0.71	HE
2	Teachers' reduction of indiscipline in the class thereby making the students to focus on learning activities enhances their instructional delivery	3.14	0.80	HE	3.35	0.73	HE
3	Teachers' effective control of classroom create conducive atmosphere for teaching and learning thereby enhancing teachers' instructional delivery	3.21	0.79	HE	3.29	0.73	HE
4	Teachers' proper control of classroom reduces examination malpractice thereby enhancing their	3.22	0.73	HE	3.33	0.67	HE

instructional delivery.

5	Teachers' effective classroom management creates cordial relationship between the teacher and students.	3.19	0.75	HE	3.28	0.73	HE
Total		3.19	0.77		3.29	0.75	

Source: Field Survey, 2022

The result of table 1 indicated that the responses of principals with a mean score of 3.17, 3.14, 3.21, 3.22 and 3.19 while teachers' responses revealed the mean score of 3.18, 3.353, 2.9, 3.33 and 2.28 respectively. The table also revealed average grand mean of 3.24 and standard deviation of 0.76 which revealed that the respondents accepted that teachers' orientation on classroom management influence instructional delivery.

Research question 2: To what extent do teachers' orientation on teaching methods influence instructional delivery as perceived by principals and teachers in public senior secondary schools in Rivers State?

Table 2: Mean and standard deviation analysis on the extent teachers' orientation on teaching methods influence instructional delivery as perceived by principals and teachers in public senior secondary schools in Rivers State

S/ No	Items	Principal (N=36)			Teachers (N=777)		
		\bar{X}	STD	REMARKS	\bar{X}	STD	REMARKS
6.	Teachers' use of students' centred method in teaching will enhance their instructional delivery.	3.88	0.94	HE	3.27	0.75	HE
7.	Good teaching method encourages teacher-students interaction during a lesson thereby enhancing teachers' instructional delivery.	2.84	0.89	LE	3.21	0.74	HE
8.	Teachers' use of good teaching method brings out a significant change in the student or learner thereby enhancing their instructional delivery.	3.19	0.79	HE	2.19	0.72	LE
9.	Most of the traditional methods of teaching are teacher-centered with no activity for the learners thereby affect teachers' instructional delivery.	3.19	0.77	HE	3.18	0.78	HE
10.	Teachers' use of right teaching method helps in transmitting knowledge, attitudes and skills to the students thereby enhancing their instructional delivery.	3.24	0.81	HE	2.25	0.74	HE
Total		2.67	0.84		3.22	0.74	

Source: Field Survey, 2022

The data presented in table 2 suggested that the responses of principals with a mean score of 3.88, 2.84, 3.19, 3.19 and 3.24 while teachers responses revealed the mean score of 3.27, 3.21, 2.19, 3.18 and 2.25 respectively. The table also revealed average grand mean of 2.95 and standard deviation of 0.79 which affirmed that the respondents accepted that teachers' orientation on teaching methods influence instructional delivery.

Research question 3: To what extent do teachers' orientation on continuous assessment influence instructional delivery as perceived by principals and teachers in public senior secondary schools in Rivers State?

Table 3: Mean and standard deviation analysis on the extent teachers' orientation on continuous assessment influence instructional delivery as perceived by principals and teachers in public senior secondary schools in Rivers State

S/ No	Items	Principal (N=36)			Teachers (N=777)		
		\bar{X}	STD	REMARKS	\bar{X}	STD	REMARKS
11.	Teachers continuous assessment is part of the routine of classroom activities thereby influencing their instructional delivery.	3.21	.793	HE	3.24	.764	HE
12.	Teachers develop instructional materials and assessments concurrently so as to achieve a sound balance between curricula, teaching activities and assessment.	3.09	.838	HE	3.18	.770	HE
13.	Teachers' regular assessment of students help to know the students ability thereby enhancing their instructional delivery.	3.26	.725	HE	3.20	.759	HE
14.	Information on how to properly understand the values of continuous assessment by teachers	3.28	.752	HE	3.26	.718	HE

enhance their instructional delivery.

15.	Continuous assessment as part of teachers' job influences positively their instructional delivery.	3.26	.738	HE	3.06	.818	HE
Total		3.22	0.77		3.19	0.77	

Source: Field Survey, 2022

The data presented in table 3 showed the responses of male teachers with a mean score of 3.21,3.09,3.26, 3.28 and 3.26 while female teachers responses revealed the mean score of 3.24,3.18,3.20,3.26 and 3.06 respectively. The table also revealed average grand mean of 3.21 and standard deviation of 0.77 which demonstrated that the respondents accepted that teachers' orientation on continuous assessment influence instructional delivery.

Test of hypotheses

Ho₁: There is no significant difference in the mean ratings of principals and teachers on the extent to which teachers' orientation on classroom management influence instructional delivery as perceived by principals and teachers in public senior secondary schools in Rivers State

Table 4: Z-test Analysis of significant difference in the mean ratings of principals and teachers on the extent to which teachers' orientation on classroom management influence instructional delivery as perceived by principals and teachers in public senior secondary schools in Rivers State

Respondents	N	\bar{X}	Std	DF	z-cal	z-crit	Level of Sig	Decision
Principals	36	3.19	0.77	811	0.32	1.96	0.05	Failed to Reject No Significant Difference
Teachers	777	3.29	0.72					

Source: Field Survey, 2022

The result of table 4 indicated that the calculated z-calculated (0.32) was less than the z-critical (1.96) at the degree of freedom (811) and 0.05 significant levels. Hence, the null hypothesis of no significant difference in the mean ratings of principals and teachers on the extent to which teachers' orientation on classroom management influence instructional delivery as perceived by principals and teachers in public senior secondary schools in Rivers State was accepted.

Ho₂: There is no significant difference in the mean ratings of principals and teachers on the extent to which teachers' orientation on teaching methods influence instructional delivery as perceived by principals and teachers in public senior secondary schools in Rivers State.

Table 5: Z-test Analysis of significant difference in the mean ratings of principals and teachers on the extent to which teachers' orientation on teaching methods influence instructional delivery as perceived by principals and teachers in public senior secondary schools in Rivers State.

Respondents	N	\bar{X}	Std	DF	z-cal	z-crit	Level of Sig	Decision
Principals	36	2.67	0.84	811	0.86	1.96	0.05	Failed to Reject No Significant Difference
Teachers	777	3.22	0.74					

Source: Field Survey, 2022

The result of table 5 indicated that the calculated z-calculated (0.86) was less than the z-critical (1.96) at the degree of freedom (811) and 0.05 significant levels. Hence, the null hypothesis of no significant difference in the mean ratings of principals and teachers on the extent to which teachers' orientation on teaching methods influence instructional delivery as perceived by principals and teachers in public senior secondary schools in Rivers State was accepted.

Ho₃: There is no significant difference in the mean ratings of principals and teachers on the extent to which teachers' orientation on continuous assessment influence instructional delivery as perceived by principals and teachers in public senior secondary schools in Rivers State.

Table 6: Z-test Analysis of significant difference in the mean ratings of principals and teachers on the extent to which teachers' orientation on continuous assessment influence instructional delivery as perceived by principals and teachers in public senior secondary schools in Rivers State.

Respondents	N	\bar{X}	Std	DF	z-cal	z-crit	Level of Sig	Decision
Principals	36	3.22	0.77	811	0.83	1.96	0.05	Failed to Reject No Significant Difference
Teachers	777	3.19	0.77					

Source: Field Survey, 2022

The result of table 6 indicated that the calculated z-calculated (0.83) was less than the z-critical (1.96) at the degree of freedom (811) and 0.05 significant levels. Hence, the null hypothesis of no significant difference in the mean ratings of principals and teachers on the extent to which teachers' orientation on continuous assessment influence instructional delivery as perceived by principals and teachers in public senior secondary schools in Rivers State was accepted.

orientation on continuous assessment influence instructional delivery as perceived by principals and teachers in public senior secondary schools in Rivers State was accepted.

Discussion of Findings

The result of research question one: To what extent does teachers' orientation on classroom management influence instructional delivery as perceived by principals and teachers in public senior secondary schools in Rivers State indicated that teachers' orientation on classroom management has positive influence on instructional delivery and that teachers' orientation on classroom management influence instructional delivery in senior secondary schools in respect of: enhancing effective students' control and reducing the rate of indiscipline in the class as students focuses on learning activities. The corresponding hypothesis one revealed that there is no significant difference in the mean ratings of principals and teachers on the extent teachers' orientation on classroom management influence instructional delivery as perceived by principals and teachers in public senior secondary schools in Rivers State. Further findings suggested that orientation of teachers brings about active performance of the students in various subject areas and reducing students' interest in malpractices in all the subjects based on cordial relationship between the teachers and students. This perception seems to be in agreement of Marzono (2003) who mentioned that classroom that is well managed will provide an environment in which teaching and learning can flourish.

The result of research question two: To what extent do a teachers' orientation on teaching methods influence instructional delivery as perceived by principals and teachers in public senior secondary schools in Rivers State revealed that teachers' orientation on teaching method has significant influence on instructional delivery and that teachers' orientation on teaching methods influence instructional delivery by enhancing utilization of various teaching methods in the classroom and independent learning of the students. The corresponding hypothesis two indicated that there is no significant difference in the mean ratings of principals and teachers on the extent teachers' orientation on teaching methods influence instructional delivery as perceived by principals and teachers in public senior secondary schools in Rivers State. This view is in support of (Brindley, 2015) who stated that a well-trained teacher will be able to teach well and create love for the subject into the minds of the students but a teacher who is not trained will rather create discouragement and hatred of the subject in the minds of the students. This implies that it is an activity that translates curriculum goals and objectives into experience that students acquire during their interaction with their teacher. Therefore, the ability of the teacher appropriate use of the different strategies will go a long way to improve on the students' instructional delivery.

Research question three: To what extent does teachers' orientation on continuous assessment influence instructional delivery as perceived by principals and teachers in public senior secondary schools in Rivers State indicated that teachers' orientation on continuous assessment influence positively on instructional delivery and that teachers' orientation on continuous assessment influence instructional delivery as it reflects on improving academic performance, student engagement in classroom activities, targeting feedback on each subject, personalizing learning experiences in all subject areas and provides for self-regulated learner activities based on expected performance. The corresponding hypothesis three showed that there is no significant difference in the mean ratings of principals and teachers on the extent teachers' orientation on continuous assessment influence instructional delivery as perceived by principals and teachers in public senior secondary schools in Rivers State. This view was in line with the views of Tytler (2003) who indicated that one of the strategies for effecting good classroom practices is to integrate assessment and instruction. This presupposes that classroom assessment should not be considered as a separate entity from the routine activities of teaching.

Conclusion

Based on the findings, it was concluded that teachers' orientation influence instructional delivery in respect to proper utilization of classroom management strategies, adequate teaching methods, effective continuous assessment strategies and proper orientation on instructional materials influence instructional delivery in public secondary schools in Port Harcourt Metropolis.

Recommendations

Based on the findings of the study, the following recommendations were made that:

1. Government should organize workshop programme on how teachers should be consistently tutored on the best classroom management strategies to boost their instructional delivery.
2. School management should ensure that teachers are properly orientated on the proper use of continuous assessment to determine the extent to which the objectives of the lesson are being achieved.
3. School management should organize in-service training hence the teachers need to be taught on the various teaching methods and how to apply them for effective instructional delivering.

References

- Agabi M. (2013) Effect of recruitment selection of employees on the performance of small and medium enterprises in Kisumu Municipality, Kenya. *International Journal of Human Resource Studies*, 2(3), 139-149.
- Ayeni, A.J. (2011). Teachers professional development and quality assurance in Nigerian Secondary Schools. *World Journal of Education*, 12:143-149
- Battioala, W. (2014). The micro-politics of teacher induction. A narrative-biographical study on teacher socialization. *Teaching and Teacher Education*

18 (4), 105-120.

- Benneth, J. (2011). The nature of pedagogical teacher-student interactions. A phenomenographic study. *Australian Educational Researcher*, 37(2) 77-91
- Biggs, J. & Tang, C. (2007). *Teaching for Quality Learning at University*, 3rd ed, Gosport. SRHE & Open University Press.
- Brad, H. (2000). Teacher Centered versus Student-centered Instruction. *Instruction AM Sch. Board Journal*, 1 – 5.
- Brindley, S. (2015). Teacher perspectives on integrating ICT into Kenyan system of education. *A paper presented in the 1st Regional Conference on e-Learning*. Increased access to education, diversity in applications and management, April 20.
- Hightower, C. (2003). The Essence of Continuous Assessment. Retrieved from sagepub.com/sites/default/files/upm-assets/7144_book_item_7144.pdf on 14/1/21.
- Laing, L.F. (2009). Persistence and self-efficacy: A key to understanding teacher turnover. *Delta Kappa Gamma Bulletin*, 72(2), 50-54.
- Little, Y. (2010). *Induction and teacher productivity and morale*. New York: Harcourt Brace and Co.
- Maicibi, N.A. (2003). *Human Resource Management Success*. Kampala.Net Media Publication. Ltd. Uganda Makau
- Marzano, R. (2003). *What works in schools: Translating research into action*. Virginia: ASCD Publications
- Mathias, J. (2014). *Effects and result of new employee orientation*. Retrieved from www.eHowcontributor.
- Martin, S. & Sass, C. (2018) Classroom Management and Students' Academic Performance in Public Secondary Schools in Rivers State. *International Journal of Scientific Research in Education*, 11(5) 940-963.
- Musukee, D. W. (2010). Classroom organizational structures as related to student achievement in upper elementary grades in northeast Tennessee public schools. electronic theses and dissertations at East Tennessee State University. Retrieved from: <http://www.temoa.info/node/292566> on 23/11/2020.
- Oigara, J. (2011). The Effect of School Environment on Student Achievement and Self-esteem: A Case Study of Kenya. *Special Issue on Behavioral and Social Science*, 50-54
- Okolie B.N. (2015). The micro-politics of teacher induction. A narrative-biographical study on teacher socialization. *Teaching and Teacher Education* 12 (6), 125-148
- Oluremi, F. D. (2020). Influence of Continuous Assessment on Academic Performance of Secondary School Students in Biology in Hong Local Government Area of Adamawa State, Nigeria. *International Journal of Research and Scientific Innovation (IJRSI) VII (I)* 192-194
- Pandey, W. J. (2006). All about accountability: *Those [fill-in-the-blank] tests!* *Educational Leadership*, 63 (8), 85–86.
- Smith, I. M. & Ingersoil, A. (2004). Effect of continuous assessment techniques on students' performance at elementary level. *Bulletin of Education and Research*, 39(1): 91-100
- Stockard, C. (2018). Monitoring recruitment and selection practices: a therapeutic strategy for quality service delivery in Nigerian public universities. *British Journal of Economics, Management and Trade*, 11(3), 1-7.
- Tytler, E. 2011. The role of teacher's initiation in online pedagogy. *Education Training*, 54 (6) 456-471
- Wali, J. (2013). Authoritative classroom management: How control and nurturance work together. *Theory into Practice* 48(2) 122-129.
- Whalen, G. (2012). *On becoming a teacher: Vocational education and the induction process*. Berkeley, CA: University of California, Berkley.
- Webber, K. L. (2012), The Use of Learner-Centered Assessment in US Colleges and Universities. *Research in Higher Education* 53(2) 201-228
- Wimmer, T. & Dominick, M. (2011). New employee orientation: make it pay dividends for years to come. *Journal of Information Systems Management*, 3 (1), 89-92.