TITLE PAGE

EFFECTS OF LESSON PLANNING AND DELIVERY SKILLS ON STUDENTS' PERFORMANCE IN CHRISTIAN RELIGIOUS STUDIES IN SENIOR SECONDARY SCHOOLS IN KADUNA STATE

By

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DECLARATION

I declare that the work in this thesis entitled "Effects of Lesson Planning and Delivery Skills on Students' Performance in Christian Religious Studies in Senior Secondary Schools in Kaduna State" has been carried out by me in the Department of Educational Foundations and Curriculum. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another degree or diploma at this or any other Institution.

Mary Funmilayo Oyedeji _____ _____

Signature **Date**

CERTIFICATION

This Thesis entitled **"EFFECTS OF LESSON PLANNING AND DELIVERY SKILLS ON STUDENTS' PERFORMANCE IN CHRISTIAN RELIGIOUS STUDIES IN SENIOR SECONDARY SCHOOLS IN KADUNA STATE"** by **Mary Funmilayo OYEDEJI** meets the regulations governing the award of the degree of Masters of Education in Curriculum and Instruction of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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ABSTRACT

This study investigated the effects of lesson planning and delivery skills on students' performance in Christian Religious Studies (CRS) in Senior Secondary Schools in Kaduna State. The objectives of the study were: to find out the perception of CRS teachers on the effectiveness of delivery skills on the performance of students in CRS in private and public Senior Secondary Schools in Giwa Educational zone of Kaduna State; to determine the difference in performance between CRS students that were taught with lesson plan and each of the following delivery skills: Communication, Questioning, Set Induction, Use of Examples and Resource Development and Utilization (experimental) and their counterparts who were taught with none of the skills (control). Quasi experimental design method was used to conduct the research. In this design, the researcher used pre-test-post-test control group design. The sampling technique adopted for the research was simple random sampling. 162 CRS students and 20 CRS teachers of both public and private Senior Secondary Schools were randomly drawn from the 16 Senior Secondary Schools offering CRS in Giwa Educational Zone of Kaduna State. Instruments for data collection were students' multiple choice test items for students and, a questionnaire for teachers. Data collected were analyzed using frequencies and percentages for the biodata of the respondents while chi-square and independent t-test statistics were used to test the hypotheses at 0.05 level of significance. The results of the study revealed significant difference in the performance of experimental and control groups. By implication, the students taught using lesson plan and delivery skills (experimental group) performed better than their counterparts who were taught without any (control group). This shows further that, utilization of various delivery skills in teaching induces effective result on students' performance. Based on the findings of the study, it was recommended that lesson planning and various delivery skills be incorporated into the CRS curriculum; and teachers should be encouraged and permitted to attend workshops and seminars where the importance, methods of lesson planning and delivery skills are discussed so as to enable them to be efficient at teaching and produce good results.

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Abbreviations

ANOVA	-	Analysis of variance
CARC	-	Cronbach's Alpha Reliability Coefficient
CRK	-	Christian Religious Knowledge
CRS	-	Christian Religious Studies
e.g	-	For example
ERC	-	Educational Resource Centre
et al	-	And others
exp	-	Experimental
JS	-	Junior Secondary -
LGEA	-	Local Government Education Authority
NERDC	-	Nigerian Educational Research and Developmental Council
NPE	-	National Policy on Education
NTI	-	National Teachers' Institute
PPMr	-	Pearson Product Moment Correlation
SUBEB	-	State Universal Basic Education Board
SSS	-	Senior Secondary School
SS	-	Senior Secondary

Operational Definition of Terms

Communication Skill:- An act of verbal interaction between the teacher and the students in School especially during the presentation of a lesson.

Delivery Skill:- A strategy or technique a teacher imbibes to deliver a lesson

Lesson Plan:- This is a teaching outline of a lesson arranged in order in which they are to be presented.

Questioning Skill:- A strategy used by the teacher to ensure that students are attentive and engaged in the lesson and to assess their understanding.

Resource Development and Utilization Skill:- An act of making use of available or improvised teaching resources in a lesson.

Set Induction Skill:- A strategy of any device a teacher adopts at the beginning of a lesson in order to motivate his students and build their willingness to learn.

Use of Example Skill:- An act of throwing or shedding more light on what is being taught through the use of stories, places, incidence, events or persons that are appropriate and related to the lesson.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Western education came to Nigeria with the advent of the Christian Missionaries and Mission Agencies in Mid 1800s (Yunusa, 2000). It was introduced in the form of Evangelism and as part of Western Missionary Enterprise. The first Modern School in Nigeria was established in 1842 at Badagry. At that early period, the proprietors of schools were the Christian Missionaries who considered Christian Religious Studies (CRS) to be one of the important subjects that should be taught in schools. The history of CRS in Nigeria is bound up with the history of Western Education during and after the nineteenth century. The church felt it could not do its work successfully if the converts were not able to read and write (Alphonsus, 1995).

The importance of CRS in Nigerian Schools has been affirmed in various educational writings such as Kwasau (2003); Ilori (2005); Federal Republic of Nigeria: National Policy on Education (NPE, 2007) and Nigerian Educational Research and Development Council (NERDC, 2007). These write-ups expressed both the government (NPE, NERDC) and personal views (Ilori, Kwasau) on the importance of teaching the course in schools. CRS is one of the academic subjects like Mathematics, English, Chemistry, Geography, History and others in the school curriculum. While the NPE is of the view that CRS should be studied for ethical reasons, Kwasau (2003) suggests other reasons such as religious, civic, social, spiritual and academic. Apart from academic knowledge students acquired by learning the subject, it also helps in instilling discipline, obedience, and good moral in students. Umaru (2006) asserted that the teaching of CRS

must be wholesome, that is, faith with morality as the only way by which citizenry could be led to meaningful and responsible life in the society. CRS has been taught in schools over the years largely by teachers who have been either untrained or partially trained in the subject. It could therefore be concluded that proper understanding of CRS has a great implication in building up a better Nigeria.

The teacher is the all important factor in any school and effectiveness in his or her teaching depends largely upon the adequacy of preparation (Nkom, 1999). Any teacher who is worthy of the office makes some preparations in advance because he realizes that he can not teach effectively what he has not adequately prepared. Making preparation has to do with lesson planning. Obviously, lessons should be planned.

A lesson plan can be regarded as a well thought-out, orderly and sequential arrangement of the lesson on paper (National Teachers' Institute [NTI], 2006). It is the guideline by which the teacher teaches his lesson. To teach successfully, the teacher must begin to plan days, weeks, or even months ahead of the time for teaching the lesson. These plans vary widely in the style and degree of specificity. Some teachers prefer to construct elaborate detailed lesson plans while others construct a sketchy form of lesson plan. In whatever way it may be written, it should be designed in such a way that it contains adequate information for the teacher to remind him of all the aspects that must be treated in any lesson. When lesson plan is transcribed into a note-book it becomes a lesson note. (NTI 2006)

1.2 Statement of the problem.

To teach successfully, one must plan successfully. Successful planning goes along with the successful use of lesson plan and delivery skills in teaching in order to facilitate

a positive learning experience for all students. No lesson is accepted to be effective without a well prepared lesson plan. Lesson plan is very important to the teacher because it serves as a guide for him or her to implement effective teaching and learning. It enables the teacher to think clearly and specifically about the type of learning he or she wishes to occur in a particular lesson. It also enables the teacher to think about the structure and content of the lesson. This includes, most importantly how long to devote to each activity. Kyriacou (2005) is of the view that lesson plan considerably reduces how much thinking a teacher will have to do during lesson. Above all, Lesson plan enables the teacher to prepare ahead on how to disseminate his or her ideas in a logical manner. It is also important to realize that the best planned lesson is worthless if suitable and interesting delivery skills are not in evidence.

Delivery skills are the day to day activities which a teacher has to design for his or her lesson. Skills, according to Kyriacou (2005) are seen as discrete

and coherent activities by teachers which foster pupils' learning. This statement is in agreement with Wragg (2005) who sees delivery skills as strategies that is used by teachers to facilitate pupils' learning. Delivery skills are a cognitive skills based on knowledge about how to conduct a lesson and knowledge about the content to be taught (Day, 2004). This is in line with the view that delivery skills draw upon the teachers' knowledge about effective teaching (Campbell, Kyriacides, Muijs and Robinson, 2004). A thorough knowledge and mastery of variety of delivery skills would help the teacher to know which skill or skills to employ in teaching in order to create and sustain the students' interest to enhance positive teaching and learning. Dhand (2004) stresses that no single one delivery skill seems to work. Therefore, a teacher needs to have the

knowledge of a variety of delivery skills he can choose from in the teaching-learning process so as to avoid monotony and boredom. There are obvious observations from researchers such as Day (2004) and Wragg (2005) that poor lesson plan and delivery skills are responsible for poor teaching and learning. Lack of experience of some teachers has made teaching become teacher-centred thereby leading to poor academic performance of students in Senior Secondary Schools. It is therefore the task of this study to investigate the problem involved in poor lesson plan and delivery skills in Senior Secondary Schools. In the light of this, this study is designed to assess the effects of lesson planning and delivery skills on students' performance in Christian Religious Studies in Senior Secondary Schools in Kaduna state.

1.3 Objectives

This study seeks to achieve the following objectives:-

1. To find out the effects of lesson planning and delivery skills on the performance of students in CRS in private and public Senior Secondary Schools in Giwa Educational zone of Kaduna state.

2. To determine the difference in performance of CRS students taught with lesson plan and communication skill (experimental) and those taught without lesson plan and communication skill (control) in private and public Senior Secondary Schools.

3. To compare performance of CRS Students taught with lesson plan and set induction delivery skill (experimental) and those taught without lesson plan and set induction delivery skill (control) in private and public Senior Secondary Schools.

4. To compare performance of CRS Students taught with lesson plan and Questioning skill (experimental) and those taught without lesson plan and Questioning skill (control) in private and public Senior Secondary Schools.

5. To determine the difference in performance of CRS students taught with lesson plan and the use of examples skill (experimental) and those taught without lesson plan and the use of examples skill (control) in private and public Senior Secondary Schools.

6. To determine the difference in performance of CRS students taught with lesson plan and the use of Resource Development and Utilization skill (experimental) and those taught without lesson plan and the use of Resource Development and Utilization skill (control) in private and public Senior Secondary Schools.

7. To compare difference in performance between male CRS students of the experimental group who were exposed to delivery skills and their counterparts who were not exposed (control).

8. To compare difference in performance between female CRS students of the experimental group who were exposed to delivery skills and their counterparts who were not exposed (control).

1.4 Research Questions

This study attempted to answer the following questions:-

1. What are the effects of lesson plan and delivery skills on the performance of CRS students in private and public Senior Secondary Schools in Giwa Educational zone of Kaduna state?

2. What is the difference in performance of CRS students taught with lesson plan and communication delivery skills (experimental) and those taught without lesson plan and communication delivery skills (control) in private and public Senior Secondary Schools?

3. Is there any difference in performance of CRS students taught with lesson plan and set induction delivery skill (experimental) and those without lesson plan and set induction delivery skill (control) in private and public Senior Secondary Schools?

4. What is the difference in performance of CRS students taught with lesson plan and Questioning skill (experimental) and those taught without lesson plan and Questioning skill (control) in private and public Senior Secondary Schools?

5. Is there any difference in performance of CRS students taught with lesson plan and the use of examples skill (experimental) and those taught without lesson plan and the use of examples skill (control) in private and public Senior Secondary Schools?

6. Is there any difference in performance of CRS students taught with lesson plan and the use of Resource Development and Utilization skill (experimental) and those taught without lesson plan and the use of Resource Development and Utilization skill (control) in private and public Senior Secondary Schools?

7. What is the difference in performance between male CRS students of the experimental group who were exposed to delivery skills and their counterparts who were not exposed (control)?

8. What is the difference in performance between female CRS students of the experimental group who were exposed to delivery skills and their counterparts who were not exposed (control)?

1.5 Hypotheses

The following are the hypotheses generated from the research questions:-

1. There is no significant difference among the CRS teachers' perception on the effect of delivery skills on the performance of students in CRS in private and public Senior Secondary Schools in Giwa Educational zone of Kaduna state.

2. There is no significant difference in the performance of CRS students taught with lesson plan and communication skill (experimental) and those taught without lesson plan and communication skill (control) in private and public Senior Secondary Schools.

3. There is no significant difference in the performance of CRS students taught with lesson plan and set induction delivery skill (experimental) and those taught without lesson plan and set induction delivery skill (control) in private and public Senior Secondary Schools.

4. There is no significant difference in the performance of CRS students taught with lesson plan and Questioning skill (experimental) and those taught without lesson

plan and Questioning skill (control) in private and public Senior Secondary Schools.

5. There is no significant difference in the performance of CRS students taught with lesson plan and the use of examples skill (experimental) and those taught without lesson plan and the use of examples skill (control) in private and public Senior Secondary Schools.

6. There is no significant difference in the performance of CRS students taught with lesson plan and the use of Resource Development and Utilization skill (experimental) and those taught without lesson plan and the use of Resource Development and Utilization skill (control) in private and public Senior Secondary Schools.

7. There is no significant difference in the performance of male CRS students who were exposed to delivery skills (experimental) and those not exposed to delivery skills (control) in private and public Senior Secondary Schools.

8. There is no significant difference in the performance of female CRS students who were exposed to delivery skills (experimental) and those not exposed to delivery skills (control) in private and public Senior Secondary Schools.

1.6 Significance of the Study

The findings will be useful to the teachers, Educational Resource Centres' (ERC) Coordinators, and researchers in the following ways:

The study will enable the Educational Resource Centre (ERC) Coordinators to intensify efforts on organizing seminar for teachers from time to time to be acquainted with the

appropriate methods of writing lesson plans and appropriate skills for delivering the lessons so as to enhance effective teaching-learning processes. It will also assist the ERC, which is directly involved in establishing and monitoring schools' progress and implementing government policies, to provide strong basis for recommending specific method of writing lesson plans for teaching CRS to trainees in Religious Education and also expose the trainees to different delivery skills that can be utilized in schools for effective teaching of CRS.

The study will serve as a reference material for teachers who would like to know more about lesson plan and delivery skills and/or employ aspects of lesson plan and delivery skills as a means of improving their lessons. It will also aid new teachers in the sense that it will reveal to them the steps to be taken in preparing lessons and serve as a guide to implement effective teaching and learning in order to enhance their efforts towards achieving the desired goals.

Future researchers will find the findings from this research useful. It will give them more opportunities for similar assessment not only in CRS lessons but also in all other subject areas in schools. The study is limited to Giwa educational zone of Kaduna State but it is hoped that it will encourage similar research by scholars in the other States of Nigeria.

1.7 Basic Assumptions

This research work is based on the following assumptions:-

1. That lesson planning and delivery skills are very vital in teaching and learning processes of CRS.
2. The teachers are aware of different delivery skills and use them.

3. Students were taught by qualified teachers.

4. Students possessed the requisite background knowledge, experience and orientation necessary for the solution of test items developed as instruments for data collection.

1.8 Scope of the Study

There are various issues related to lesson planning but this study is concerned with effects of lesson planning and delivery skills on students' performance in Christian Religious Studies. The research covers Giwa Educational Zone of Kaduna State. The rationale for limiting the study to only one Education Zone is due to its nature, that is, experimental. The study was limited to Senior Secondary Schools both private and public for easier and better management.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This study assesses effects of lesson planning and delivery skills on students' performance in Christian Religious Studies in Senior Secondary Schools in Giwa Educational Zone of Kaduna State of Nigeria. This chapter therefore, concerns itself with the review of experts' ideas about the subject matter. It covers the concept of lesson plan, purpose of lesson plan, development of a lesson plan and pre-requisites for effective lesson plan. The chapter also discusses the concept of skills, planning skills, types of teaching skills and component teaching skills associated with different stages of lesson.

2.2 Conceptual Framework

Teaching is an all embracing conscious efforts to bring about learning. It is organized, sequential and conscious steps taken to bring about learning. Good teaching does not depend on amount of effort the teacher makes in teaching but the ability to make the learners want to learn. Every teacher who intends to teach something has to prepare an outline of his subject or topic in written form or at his cognitive level that is known as lesson planning.

According to Nkom (2008), teaching, as a mode of instruction has to be dynamic, highly interactive and intimate. In the light of this therefore, it needs careful preparation and delivery on the part of the teacher. The teacher regularly achieves the teaching objectives and processes in the form of lesson planning and delivery skills which makes the teaching effective. Ilori (2005) is of the view that a teacher must be interested in and believe what he is teaching. It is not enough to have sufficient teachers, they should be

qualified and competent to teach. Due to this fact, lesson planning and delivery skills are basic skills every practicing teacher needs in order to be efficient and produce good results.

2.3 Concept of Lesson Plan

The origin of lesson plan is from Gestalt psychology (Singh, 2007). The Gestalt theory of learning has a great influence on human learning. The whole is perceived by a part in the school. A unit plays an important role in learning due to the fact that the learner usually takes the help of units in understanding the whole concept. This means, the part conveys the whole. The meaningful activities are related to one another within a unit. These activities provide the purposeful learning experiences and the whole concept is understood by the learner.

A lesson plan, according to Guidebook for LGEA Teachers (2009), can be described as "a written, structured, and logically sequenced guide that outlines what a teacher intends to teach and the learning process that will lead to pupils" achievement of the objectives behind one's teaching, all within an allotted time frame and in line with the principles of education". Justin (2010) in his own definition defined lesson plan as "the formalized outline of a lesson". A lesson plan is also defined by NTI (2006) as "a well thought-out, orderly and sequential arrangement of the lesson on paper". One can define lesson plan as a plan for teaching a class or a plan for a lesson which includes what the teacher wants to teach, how to teach it, when to teach it and how long to teach it.

It is important for every teacher to realize that lesson plans are necessary for all types of instructions. One can say it is the core of a successful lesson. It is the guideline by which the teacher teaches his lesson. Guidebook for LGEA Teachers (2006) says

lesson plan is a guide for the implementation of effective teaching and learning in the classroom. Every teacher who intends to teach something has to prepare an outline of his topic in written form or at his cognitive level that is known as lesson plan. A teacher has been described as the judge in his own class meaning that he or she has to apply his or her theoretical knowledge in planning and administering his lesson plan.

A well prepared lesson plan, according to Singh (2004), should contain the following: introduction, objectives, content, procedure, instructional aids, worksheet, evaluation and closure. These basic features differ among authors and educational systems. This is simply because there is no universally acceptable lesson plan format that teachers adhere to. The lesson plan, according to Nkom (1999), has essential features whose inclusion is important but generally the model used is that of the cognitive, affective and psychomotor domains that involve a continuous flow of information. Regardless of the format, all what the teachers need is to make wise decisions about the strategies and methods they will employ to help students move systematically towards learners goal.

What happens to a teacher without a lesson plan? Owolewa (2007) quoting Oyekan (2000) answered that such a teacher would not be able to disseminate his or her ideas in a logical way and manner. He further explained, quoting Duyilemi (2002) and Kukuru (2003) that such a teacher would certainly confuse his or her learners rather than guide them to learn meaningfully. Guga and Bawa (2008) also confirm that such a teacher will end up achieving a little. Most unsuccessful lessons have been noted to come about as a result of improper lesson planning and unpreparedness on the part of the teacher.

It has been observed by Ada, Aboho, and Zaria (2002) that different teachers use a variety of teaching plans. Madeline (2006) also stresses that the form and what to include in a lesson plan vary according to the teacher, the reference, and teaching materials available, the resources within the community and the grade level of the pupils in the class. This means that there is no rigid format for lesson plans which is suitable for every condition. NTI (2006) is of the view that the type of lesson plan the teacher decides to use depends on what he or she wants to accomplish with his or her pupils. A teacher may prefer brief notes, while other teachers may consider a detailed, that is a comprehensive form of lesson plan necessary in order to give the experience they want them to get.

It suggests that in whatever form or way the lesson plan is written, it should be designed in such a way that it contains adequate information for the teacher to remind him or her of all the aspects that must be treated in any lesson.

It has been observed through experience that most teachers use lesson plan and lesson note interchangeably. Guidebook for LGEA Teachers (2009) explained that there are scholars that maintain a difference between lesson plan and lesson note. According to them, lesson plan is regarded to be a braod, comprehensive, and detailed guideline while lesson notes as the basics or essentials of a standard lesson plan transcribed into notebooks. NTI (2006) agreed that when lesson plan is transcribed into a notebook, it becomes a lesson note. This means that the lesson note is generated from a detailed lesson plan which is regarded as a guide to the teacher in executing the plan of teaching the pupils.

Oladiran (2004) in his opinion argued that a lesson note is more than lesson plan therefore, they are not the same in the sense that in a lesson note, a stepwise procedure of classroom activities are given. That is, in a lesson note, sequential order of steps to be taken is required to aid new teachers or teachers in training while lesson plan is meant for professional teachers because it is a broad outline of what a teacher wants to teach his students. According to him, a professional teacher has the knowledge it requires to execute the teaching plan because it contains step-by-step procedures and general information of the content to be taught.

On the contrary, Nkom (2008) argued that a lesson plan is also referred to as lesson note. His reason being that both the lesson plan and the lesson note are comprehensive documents that serve as a reference material to guide the teacher to properly teach the lesson. In other words, either the lesson plan or the lesson note should be written in detail for it to serve its purpose.

2.3.1 Purpose of Lesson Plan

Ilori (2005) says planned lessons are extremely important. Anything that is not planned is plan-less and anything that is plan-less will likely fail to accomplish its purpose. Teaching therefore, needs to be planned before it is carried into practice. The lesson planning provides the guideline to the teacher during teaching. Apart from serving as a teacher's guide, lesson plan is developed for the following purposes according to the Guidebook for LGEA Teachers (2009):

i. To serve as an incentive to the teacher to make adequate preparation.

ii. To deepen the thoughts and knowledge of the topic the teacher intends to teach.

iii. To provide awareness of teaching objectives, structure of content, and direction to achieve the objectives.

iv. To predetermine the use of teaching aids, techniques, strategies and tactics in the presentation of the content.

v. To provide for suitable transition from previous experiences to contemplated ones. That is, linking the new knowledge with the previous knowledge of the students.

vi To maintain the sequence of content presentation and prevent the teacher to deviate from the topic.

vii. To enable the teacher to teach with greater freedom.

viii. To make possible, better planning for individual differences and special situations that need to be met.

ix. To enhance the efficient use of time.

x. To boost the confidence of the teacher. It gives confidence to inexperienced teachers and develop in them ability to improve more rapidly.

xi. To provide the teacher with the opportunity to be creative and innovative in the delivery of instructions.

xii To provide for reflective thinking after the delivery of the lesson.

xiii. To record what will be taught so that a back-up or substitute teacher can teach the same topic in the absence of the teacher.

xiv. To give a definite basis for an adequate checking of the outcomes of instruction.

xv. To allow for possible revisions should the need arise.

Kizlik (2010) also stated the purpose of lesson plan thus: It is a skill that helps to define one as a teacher. The teacher regularly achieves the teaching objectives and processes in the form of lesson planning. It develops the possibilities of adjustment in the classroom situations which makes the teaching effective. It also helps in recalling every step of curriculum unit. It helps in planning the process teaching on the basis of class control, motivation and individual differences.

2.3.2 Effects of Lesson Planning and Delivery Skills on Students' Performance

Lesson planning and delivery skills are vital components of teaching and learning and are very essential in the process. The better prepared the teacher is, the more likely he/she will be able to handle the lesson and helps students to reach objectives more easily. Lesson planning and delivery skills are special skills that are learned in much the same way as other skills such as social and organization skills.

Kizlik (2014) is of the view that the process of lesson planning and delivery skills always results in a physical object – a lesson plan and acquisition of them are far more valuable than being able to use lesson plans developed by others. Lesson planning and delivery skills facilitate students learning and assist them to achieve objectives. Duncan and Met (2010) also confirm that lesson planning and delivery skills help to ensure that classroom instructions align with curriculum goals and objectives, and therefore enable students to demonstrate their successful learning on unit or curricular assessment.

Oladiran (2004) and Kizlik (2014) stress that lesson planning and delivery skills allow the students to receive an actual lesson with a beginning, a middle and an end, that aims to help them learn some specific thing that they did not know at the beginning of the lesson or practice and make progress in that specific thing. Opakunle (2002) and Dhand

(2004) are also of the view that delivery skill such as set-induction serves as a motivator and enable the minds of the students to receive new lesson. In other words, lesson planning and delivery skills enable the students to try new skills or work with new ideas through the instructional inputs of the teacher. Minott (2006) in his own view stresses that lesson planning and delivery skills give room to meeting the learning needs of the students due to the fact that their affective, cognitive, and psychomotor skills will be positively influenced.

According to Garret, Sadker and Sadker (1986) and Opakunle (2002), lesson planning and delivery skills such as communication and the use of teaching aids help students feel at ease, understand what is expected of them, make lessons more practical to them, build their confidence in learning and aid their retention. Guidebook for LGEA Teachers (2009) also agreed that Students will have the opportunity of using multiple senses to know and understand what the teacher is teaching and the students with poor listening skills will be availed the option of learning by correlating what the teacher is saying with what has been written on the chalkboard or the object he is using for illustration.

Owolewa (2007) is of the view that a teacher without a lesson plan would not be able to disseminate his or her idea in a logical manner. This view is supported by Guga and Bawa (2008) that such a teacher will end up achieving a little. Borroso and Pon (2005) confirm that lesson planning skills are worthless if interesting delivery procedures are not in evidence. It is therefore necessary that lesson planning and delivery skills be structured into teaching-learning so as to bring about positive performance on the students.

2.3.3 Instructional Planning Skills

Planning is regarded as a central skill for teachers because it incorporates so many other teaching skills. Teachers who plan better teach better (Dershimer & Pfeifer, 1986). Planning is one of the most important skills a teacher can have. Teachers build their planning around goals and in order to make these goals specific, they must develop different planning skills.

Here are some planning skills a teacher may employ in lesson plan:

a Anticipatory skill

b. Writing instructional objectives

c. Skill in selection of teaching aids/instructional materials

d. Organizing skill

e. Presentation skill

f. Generating alternative skill

g. Evaluation skill

h. Classroom management (Cooper, 1986).

Anticipatory skill: This is tapping into the prior knowledge and giving the objectives a content.

Writing Instructional Objectives: This is a basic planning skill. Defining goals in a clear and understandable term by the teachers require specifying instructional objectives. Ada et al (2002) says having clearly defined instructional objectives helps the teacher in planning a variety of activities specifically designed to help the students reach their objectives. TenBrink (1986) listed some useful functions of instructional objectives as follows:

i. Instructional objectives help the teacher in planning a variety of activities specifically designed to help the students reach their objectives.

ii. It helps the teacher in selection of necessary and effective learning aids such as textbooks, films, etc, before starting the teaching task.

iii. It assists the teacher determine appropriate assignments for individual students.

iv. It guides the teacher to select and/or construct classroom tests.

v. It helps the teacher to determine when to gather evaluative data.

vi. It enables the teacher to summarize and report evaluation results.

vii. It helps learners to determine where they are and where they have to go as they strive toward becoming independent learners.

Skill in Selection of teaching aids/instructional materials:

Learners differ in the way they learn. Use of teaching aids or instructional materials enables the teacher to appeal to their (learners) various senses in a way that will facilitate effective teaching and learning. Opakunle (2002) is of the view that teaching aids help to make lessons more practical when learners actually see the objects being discussed. It also aids retention. Teaching aids must be explicitly related and relevant to the lesson. They must be simple and easy to use, clear and visible to all learners in the class.

Organizing Skill

This deals with arrangement of steps or procedures in lesson planning, how the time allocated to each step of the lesson is spent.

Presentation Skill

Shostak (1986) reports that presentation skill entails how lesson's concepts are be presented to the learners.

Generating alternatives Skills

This is a skill to be learned in instructional planning. It helps teachers to be more specific about their actual plans, because each alternative provides a comparison and defines more precisely what the final plan will be. According to Dershimer and Pfeifer (1986), planning two alternative lessons serves to emphasize the importance of thinking of alternatives and provides an opportunity to double the practice of the planning skills.

Evaluation Skill

It is a skill in which teachers need to determine the judgements and decisions they anticipate to make, information needed to make those judgements and decisions, and when and how to obtain the information needed. Mann (2010) stresses that evaluation skill is a skill which makes the teacher aware of how his teaching has affected the pupils. It also enables the teacher to evaluate his teaching strategies, tactics, techniques, aids, and modify them accordingly.

Classroom Management

It is the major pre-requisite to effective instruction (Weber, 1986). It entails setting of activities by which the teacher establishes and maintains those classroom conditions that facilitate effective and efficient teaching and learning. It is a skill that guides teachers to use and develop behavioural classroom protocols, including arriving in and exiting classroom. Shawer (2010) also reports that classroom management includes classroom organizing strategies such as seating arrangements, learning styles and positive

student – teacher relationships. Oladiran (2004) includes teaching posture as one of the classroom management strategies. According to him, a teacher is to stand at the edge of the chalkboard, facing the class and backing the wall. If a teacher is talking and writing at the same time, he ends up instructing the wall and there is tendency that little or no learning will take place.

According to the Guidebook for LGEA Teachers (2009), the essence of developing a lesson plan is to boost the teacher's professional capability at planning and implementing learning instructions. Planning is basically a theoretical exercise while teaching is practical in nature. Knowing how to develop a lesson plan does not mean that one will be professional at delivering it. The standard or format in developing a lesson plan varies. This is simply because there is no particular lesson plan format that teachers must stick to.

Madeline, (2006) wrote on ten (10) steps to developing a quality lesson plan. According to him, this guide is not meant to be the one and only way to develop a lesson plan. It is a general overview that highlights the key points of creating a lesson plan. The list of the steps involved in developing a lesson plan is as follows:-

1. The first thing a teacher should consider is what he wants to teach. That is, content. He needs to be aware of what grade level he is developing the lesson plan for, and also record a time estimate for his lesson plan to help in time budgeting. Once a teacher has his or her topic, then, what follows is the determination of how the topic is to be taught. Teachers' negligence of this will result in the child's inability to understand the lesson. The development of lesson plan should be based upon the state or school standards so as to prove its

worthiness and necessity. It also helps in assuring that the students of such state or school are being taught what their state requires.

2. To make sure the lesson plan teaches exactly what it purported to teach, there is need to develop clear and specific objectives. Specific objectives should be stated in terms of the behaviour or performance (skill) that the pupil should exhibit at the end of the lesson. Specific objectives should specify the kind of response that would be expected of the pupils as evidence of a change of behaviour. This expected behaviour should be observable and measurable. A Teacher can certainly have more than one objective for a lesson plan. Oyekan (2000) is also of the view that specific objective should be able to observe and measure changes in behaviour which are excepted to occur in learners as a result of teaching and learning process.

   All behavioural or performance objectives should be targeted at achieving one, two, or all the three basic domains of learning, namely: Cognitive (Knowledge centred), Affective (feelings, beliefs, attitude and character centred), and Psychomotor (Skills acquisition centred). These also are in agreement with Nkom (2008) writings on lesson plan format.

3. The next step after clear and specific objectives is the materials to be used, otherwise known as instructional materials or teaching aids. Instructional materials are the equipments used in teaching. Emphasis has been placed by educators and teachers on the importance of and the need for instructional materials in teaching. Learners differ in the way they learn. The use of instructional materials will enable the teacher to appeal to the learners' various

senses in a way that will facilitate effective teaching and learning. According to Madeline (2006), instructional materials are devices that aid an instructor to transmit to a learner facts, skills, attitudes, knowledge, understanding and appreciation. Apart from aiding teaching and learning, inclusion of instructional materials in the lesson plan is to allow for adequate preparation for the lesson.

Instructional materials can be used at the introduction phase of the lesson to build and sustain the interest attention, and enthusiasm of learners, and motivate them. Through the use of aids, the language barrier to transmitting and understanding meanings is overcome. Instructional materials that will be used should be explicitly related and relevant to the lesson. They should be simple and easy to use by both the teacher and the learners. They should be easily obtainable or improvised using locally available materials within the community. They must be appropriate to the average age, level of maturity and abilities of the learners. They should be found and shown early in the lesson plan, be capable of enabling learners understand what they are required to learn, at the level that their intellectual maturity and experience makes possible. This way, if a substitute teacher is to use or administer the lesson plan, he would know in advance what materials are required. The identification and good selection of the most appropriate material is a formidable task for the teacher. Gana (1980) emphasized that the teacher must develop professional attitudes towards the selection and intelligent application of instructional materials in any instructional situation. Aids carry more messages than what the teacher can give.

Aggarwal (2007) listed some qualities of instructional materials. According to him, instructional materials should be accurate in every respect, simple, meaningful and purposeful, improvised whenever necessary, cheap or easily affordable, large enough to be properly seen by the learners for whom they are meant, up to date, easily portable, according to the mental level of the learners, and motivate the pupils.

4. An anticipatory set which would be a way to lead into the lesson plan and develop the learners' interest in learning what is about to be taught may also be written by the teacher. Nkom (2008) view the anticipatory set as the introduction stage which serves first to capture the attention of learners and to create a friendly learning atmosphere. According to him, it serves to show what the new topic is and to link it with a previous one. Madeline (2006) gave an example which deals with a lesson on fractions by saying that the teacher could start by asking the learners how they would divide up an orange to make sure each of their five (5) friends got an equal amount of orange and tell them that they can do this if they know how to work with fractions.

5. The next step is to write step-by-step procedures that will be performed to reach the behavioural objectives stated in the lesson plan. Nkom (1999) stresses that at this level, teaching is personal because this is where the personality of the individual teacher comes into play. The step-by-step procedures don't have to involve every little thing the teacher will say and do, but they should reflect actions the teacher needs to perform. Singh (2004) contributed that this is a stage where the teacher is going to teach with hands on activities and step-by-step

activities students will be conducting in the classroom. Kizlik (2010) is also of the view that at this stage, appropriate strategies or methods, tactics, techniques, and aids should be taken into consideration in order to classify the events and facts which occur in different situations of learning so as to achieve the stated behavioural objectives of the lesson.

6. After the procedures have been completed, the teacher may want to provide time for independent activities. Guidebook for LGEA Teachers (2009) sees independent activities as actions performed by pupils with less control or directives from the teacher. Pupils work on their own based on their discretion and without interference by the teacher. Independent activities involve the application of knowledge or skill taught by the teacher while he observes the proficiency or competence demonstrated by pupils to judge if they have actually achieved the objectives of his instructions. Nkom (1999) points out that activity can be practical or requiring certain element of high reasoning. Singh (2004) added that appropriate time should be indicated for each activity.

7. Just before moving on to the assessment or evaluation phase, the teacher should have some sort of closure for the lesson plan. The teacher should note that just as the lesson starts by captivating the interest and attention of the pupils, closure too requires that skill should be applied and ensure that the closure phase of his lesson is captivating and interesting enough to have learners completely focused and attentive while he pulls together what they have learnt in the lesson. However, Shostak (1986) points out that many teachers have neglected the development of this important skill due to the fact that they are not aware of the time and thereby

could not initiate closure proceedings well before the activities is due to the end. Guidebook for LGEA Teachers (2009) states that closure enables the teacher to gauge learners' understanding or misunderstanding especially if he required them to state obvious key points of the lesson.

8. The teacher is to write assessment or evaluation. Madeline (2006) is of the opinion that many lesson plans don't necessarily need an assessment, but most should have some sort of evaluation of whether or not the objectives were reached. Some scholars use the word "assessment and evaluation" interchangeably. TenBrink (1986) stresses that evaluation helps the teacher to make sound judgments and decisions and also helps the teacher to teach better and helps the learners to learn better. However, the Guidebook for LGEA Teachers (2009) argued tht in a lesson plan, the teacher should state whether he is going to assess or evaluate his pupils. It says assessment involves questions and answers, quizzes, class discussion, and so on while evaluation involves written test, graded class presentation and so on. Whichever one that is used, the most important is that there should be a direct correlation between the objectives and the assessment/evaluation.

9. In the development of the lesson plan, the teacher should make adaptations for pupils with learning difficulties and extensions for those that are gifted or intelligent. Guidebook for LGEA Teachers (2009) is in support of the statement and added that this is best done with specific adaptations for specific pupils, to take into account their individual differences.

10. Madeline (2006) conclude that it is also a good idea to include a "connections" section, which shows how the lesson plan could be integrated with other subjects. An example would be to have pupils, draw an object to integrate Art into the lesson plan. It can then be said that lesson plan should be written thoroughly in order that it will be useful for any other teacher who wants to teach such a topic.

All the above mentioned planning skills are essential to effective teaching-learning process. In the light of this, the researcher intends to observe them in the teachers under this study.

Table 2.1 A specimen of a lesson plan

Name of School	Demonstration Secondary School, ABU, Zaria
Week Date	02 21st May, 2012.
Subject	Health Science
Topic	Drug Abuse
Sub-Topic	Causes and Effects of Drug Abuse
Class	SS 1A
Duration	1 hour: 20 minutes (Double periods)
Teaching aids	Cigarette, wine, liquor, beer, panadol tablet etc
Behavioural Objectives	At the end of the lesson the students should be able to: i. list reasons leading to drug abuse ii. explain causes of drug abuse iii. identify the side effects of drug iv. enumerate possible immediate effects of drug abuse on students, drivers and workers..
Previous knowledge	The students have already been taught types of drugs and methods of use.
Introduction	The teacher introduces the lesson by asking the students questions based on the previous knowledge such as: i. What is drug? ii. Mention four types of drug iii. What are the methods of use of drugs? iv. What do you understand by drug abuse?
Presentation	The teacher presents his lesson using the following steps: Step 1: The teacher lists some possible causes of drug abuse Step 2: The teacher explains causes of drug abuse Step 3: The teacher mentions the side effects of drug. Step 4: The teacher analyses the immediate side possible

	effects of normal usage of drugs Step 5: The teacher analyses the effects of drug abuse on individual group of people. e.g. student, worker, driver, home, education etc. Step 6: The teacher gives room to the students to ask questions.
Evaluation	The teacher asks the students to enumerate on causes and immediate side effects on drug abuse.
Conclusion/Summary	The teacher recaps the causes and effects of drug abuse.
Assignment	Give three ways in which drug abuse can be curbed.

2.3.4 Pre-requisites for Effective Lesson Plan

A good lesson planning is essential to the process of teaching and learning. To be effective at lesson planning, a teacher needs to possess professional subject knowledge and thinking skills. Guidebook for LGEA Teachers (2009) listed the subject knowledge that needs to be possessed by a teacher which include:-

1. Curricular knowledge
2. Content knowledge
3. Pedagogical knowledge
4. Subject content knowledge
5. Knowledge of educational context.

Curricular Knowledge

This is the knowledge of national curriculum requirements, structures and materials guidelines, scheme of work and how to make use of them in classroom context effectively as introduced by NERDC (2007).

Content Knowledge

The content is a discipline perspective which is based on the breadth and depth of the subject matter. Ada et al (2002) states that this involves an understanding of the main

concepts, principles, skills and the content of the areas to be taught and the strategies within the discipline to generate new knowledge. Having a flexible, thoughtful conceptual understanding of subject matter is critical to effective teaching.

Pedagogical Knowledge

According to the Guidebook for LGEA Teachers (2009), pedagogical knowledge includes teaching strategies, techniques, classroom management and organization.

Subject Content Knowledge

It is the whole range of teaching knowledge and skills that teachers acquire to be able to communicate pedagogical content. It is the application of subject knowledge of instruction. Kizlik (2010) is of the view that pedagogical content knowledge is necessary for teachers to know the principles of teaching, methods and techniques so as to make use of them in the lesson plan. Kitta (2004) is also of the view that pedagogical content knowledge is concerned with making knowledge, skills, and understanding of subjects accessible and meaningful to learners. That is, how best to present particular ideas, what illustration to use, what strategies to employ, how to relate what needed to be taught to learners' experiences or interest, and so on. Due to this fact, it is essential for a teacher to possess pedagogical content knowledge for effective lesson planning.

Knowledge of educational context

This ranges from knowledge of the working of small groups to the characteristics of communities and their cultures where the school is located. Olaniyi (2000) reports that the school does not exist in isolation. Both the school and the community are interdependent and interrelated. In his opinion, the inputs (students) are processed to outputs (graduates) in the school through teaching, assignments, guidance and

counselling, and so on and are sent back to the community to contribute their own quota in various capacities based on the acquired knowledge from the school to the development of the community. In the light of this, therefore it is necessary for a teacher to acquire the knowledge of educational context for effective lesson plan.

Thinking skill for Effective Lesson Plan

To be effective at lesson planning and execute effective teaching, a teacher needs to possess thinking skills to initiate ideas in order to meet the peculiarities of learners he is teaching. Thinking skill is the human capacity to think in conscious ways to achieve certain aims. Such processes according to Guidebook for LGEA Teachers (2009) include "remembering, questioning, forming concepts, planning, reasoning, imagining, solving problems, making decisions and judgement, translating thought into words and so on". Thinking skills are important and needed for effective lesson planning. It can be acquired and developed through conscious practice and self improvement.

2.4 Concept and Types of Skills

Concept of skill has tended to focus on its technical/professional dimensions, manipulation and the knowledge associated with the techniques of the work process developed by means of training and experience. (Rigby & Sanchis, 2006). Skills are a combination of the knowledge and experience acquired both before entering employment and during careers.

According to NTI (2006), skills are referred to in particular context such as "good at teaching" but they can also refer to general areas of performance or endeavour, such as teaching skills for the teaching profession. Skills acquisition can be viewed in three stages which are cognitive, practice and knowledge of results (Cooper, 1986).

Stages of Skills acquisition:

Cognitive Stage

In this stage, the learner must form a cognitive map of the skill he is to learn, know the purpose of the skills and how it will benefit him. This is a stage in which the learner isolates the various skill elements, their sequencing, and the nature of the final performance. This is a time when the learning of the learner can be facilitated by assisting him to form a concept of what is contained in the skill, how its elements fit together, and how his present knowledge and experience can contribute to what he is to learn.

Practice

The second stage for skill acquisition is practice. Skills can be learned with adequate or a good deal of practice.

Knowledge of results

This is the third stage of skill acquisition. This can be achieved when persons trying to acquire the skill receive feedback regarding their performance.

Without feedback, there can be no improvement in performance.

However well structured and carefully prepared a given lesson may be, the importance of the way in which it is delivered cannot be over emphasized. Most people agree that a lesson with excellent content can easily be ruined by poor delivery skills.

A teacher needs to acquire some skills in order to teach effectively to achieve the desired result. When teachers vary their teaching skills, it results in positive effect of teaching and learning. Dorasami (2007) is of the view that identification and understanding of skills goes a long way to provide teachers a language to talk about

teaching and help them from their own views on teaching. It would also help them to develop an understanding of the teaching process and skills not only on how to use them but also when to use them.

Skill, according to Longman Dictionary (2008), is defined as "Practical knowledge and power; ability to do something well". The term "delivery skill" goes hand-in-hand with method. Books have been written about it and often equate it to the term "method". According to Ilori (2005), good teaching is characterized by the use of the method that is best for the attainment of the specific goal in mind. There can be no teaching without some kind of method. The better the method used, the better the teaching will be. Any good teacher will probably use several methods during the course of a class period, changing from one to another, using them in various combinations as the demands of the total situation change from moment to moment.

NTI (2006) affirmed that a teacher who varies his methods avoids monotony and boredom. How a teacher presents his lesson could sharpen students' mental activities which are the basis of social power or it may discourage initiatives and curiosity thus making self-reliance and survival difficult. Varieties of methods should be applied by CRS teachers because methods that are useful in a topic may not be applicable in another topic.

Delivery skills are important in any teaching method a teacher intends to use. As a lesson with excellent content can easily be ruined by poor delivery skills, so also varieties of methods no matter how good those methods may be, can also be ruined without the use of good delivery skills.

There are certain skills that a teacher needs to know, learn, practice and skillfully apply when teaching in order to teach professionally, effectively, and achieve desired results for himself or herself and the learners. In other words, any prospective teacher ought to be interested in mastering different delivery skills needed to become an effective teacher. Shostak (1986) is of the view that when teachers skillfully vary their teaching skills, there is tendency of strong positive effect on students' learning and a teacher who continue to teach on and on in the same monotonous skills inevitably has a dulling effect on most learners. Therefore, teachers need to be interested in acquiring different delivery skills that will enable them achieve desired results and retain those skills.

Some of the skills according to Shostak (1986) are:

Set induction skill or introducing the lesson

Stimulus variation skill or retaining students' attention throughout the lesson

Questioning skills

Closure skill or providing reinforcement through planned summarizing procedures (pp.113)

According to Guidebook for Local Government Education Authority Teachers (LGEA. 2009), some of the delivery skills include:-

Skill of "Use of Examples"

Skill of Planned Repetition

Motivational skills

Communication skills

Skill of Attending Behaviour

Skill of Pupils Behavioral Problem Management

Resource Development and Utilization skills (pp.197).

Skill of set induction or introducing the lesson:

Set induction skill is a procedure a teacher adopts at the beginning of a lesson so as to focus learners attention on the lesson, motivate them and build their willingness to learn, establish and sustain learners' enthusiasm and active participation in learning activities. Opakunle (2002) points out that set induction skill enables the teacher prepare the minds of the pupils to receive new lesson.

Stimulus variation skill or retaining students' attention through the lesson:

This is a situation where the teacher varies his teaching style, learners' learning activities and general classroom situation in order to ensure that learners are attentive, keeping them alert and sustain pupils' interest and curiosity.

Questioning Skills:- "In order to be an effective teacher, one must be an effective questioner" (Sadker and Sadker 1986). Questions must create different levels of thinking. A skillful teacher should be able to formulate questions based on the six levels of Bloom's Taxonomy in order to encourage learners to engage in a variety of cognitive processes. The levels are:

(i) Knowledge: The objectives here are set to require the students to recognize or recall information.

(ii) Comprehension: Objectives that are set to test students' ability to understand facts and principles and to interpret and translate.

(iii Application: Objectives set to test students' ability to apply knowledge acquired to solve problem.

(iv) Analysis: Objectives meant to require students to think critically and in depth and to go beyond direct reliance on instructional materials to analyze a problem or situation.

(v) Synthesis: Objectives meant to ask the students to perform original and creative thinking. It requires the students to make predictions.

(vi) Evaluation: Objectives that help the students to judge the merit of an idea or to pass value judgement.

Closure Skills: It is outlining how the teacher will wrap up the lesson by giving the lesson concepts further meaning for his learners. Opakunle (2002) says "Good lessons do not stop suddenly" There should be a sort of closure and should have a link with the previous and future lessons. Lesson closing reinforces the lesson objective and provides opportunity to check for learners' understanding.

Skill of "Use of Examples":- Use of examples aids effective teaching and learning. It aids the teaching task by simplifying the efforts required of the teacher towards helping the learner to achieve desired learning objectives. It also aids learning task by fostering understanding through the use of stories, events, incidents, analogies, and so on. To achieve the skill of "use of example", Mann (2010) stresses that the teacher must have comprehensive knowledge and experience of the pupils' daily life.

Skill of Planned Repetition:- It is a skill that allows concepts to be repeated. It is employed by the teacher during the teaching-learning processes to assist the learners remember and recall vital information.

Motivational Skills:- A teacher should develop motivational skill in order to possess the ability to motivate learners so as to encourage them to act in the ways desired and

stimulate them to learn. Oladiran (2004) in his writings on motivation states that motivation is very important in the classroom setting because it energizes the learner to become more active and function in a particular direction.

Communication Skills:- A teacher can help learners express and clarify their thoughts and feelings by employing communication skills. Garrett, Sadker and Sadker (1986) are of the view that no matter the teacher's knowledge, without sufficient communication skills, his potentials will not be fully optimized.

Skill of Attending Behaviour:- It is the ability of a teacher to identify attending or un-attending behaviour on the part of learners while lesson is going on, and taking necessary steps to ensure that learners pay attention. Garrett et al (1986) has this to say concerning skill of attending behaviour. "When a teacher has the ability to understand the students' reactions from the inside, has a sensitive understanding of the way the process of education and learning seems to the students, then the likelihood of significant learning is increased".

Skill of Pupils Behavioural Problem Management:-

Guidebook for LGEA Teachers (2009) suggests that a skillful teacher must be prepared to handle all sorts of behavioural problems that are liable to disrupt the flow of a lesson. An effective teacher will plan ahead and develop a range of strategies for dealing with inappropriate behaviour.

Resource Development and Utilization Skills: A skilful teacher should have the ability and knowledge of making use of teaching resources, manage them and creatively improvise where not available, using local materials. Mann (2010) advised that teachers should make it a point of duty to master the use of available resources because it

maintains the neutrality and interesting feature of the lesson plan. Therefore, no matter how good and appropriate a lesson is, it can easily be ruined by unskillful use of teaching resources.

To achieve effective teaching therefore, a teacher has to imbibe teaching strategies and relevant teaching skills. As a result, the researcher intends to observe the above in the teachers under this study.

2.4.1 Component of Teaching Skills Associated with different Stages of Lesson

In planning a lesson, the teacher must know the teaching acts and acquire teaching skills and classroom teaching rules with teaching theories. Due to this fact, Aggarwal (2007) provided a table of teaching skills with different stages of lesson as shown below.

STAGE OF THE LESSON	COMPONENT TEACHING SKILLS
Planning Stage	1. Selecting the content 2. Organizing the content 3. Writing instructional objectives 4. Selecting teaching aids/materials
Introductory stage (set induction)	5 Creating set for introducing the lesson
Presentation stage	6. Introducing the lesson ***(a) Questioning skills*** 7. Structuring classroom questions 8. Fluency in questions 9. Different types of questions 10. Use of higher order questions 11. Divergent questions 12. Distribution of questions 13. Response management ***(b) Presentation skills*** 14. Pacing the lesson 15. Lecturing/Narration 16. Explaining 17. Demonstrating 18. Discussing 19. Illustrating with examples ***(c) Aid using skills*** 20. Using aids 21. Using blackboard

	22. Stimulus variation 23. Silence and non-Verbal cues 24. Reinforcement ***(d) Managements skills*** 25. Promoting pupil participation 26. Recognizing attendance behaviour 27. Managing the class
Closing Stage	28. Achieving closure 29. Planned repetition 30. Giving assignments 31. Evaluating the students' progress 32. Diagnosing students' learning difficulties and taking remedial measures.

Sources: **Aggarwal, J.C.**(2007)**,** Essentials of Educational Technology, Innovations in Teaching-Learning, Second Edition, 2007. pp. 256 – 257.

2.5 Empirical Studies

Guga (2009) studied situation analysis of Senior Secondary School Education. The study sampled all the Senior Secondary School Principals, Teachers, students and their parents in Kaduna State with two hundred and thirty-four (234) schools made up of six (6) Federal, One hundred and Seventy-one (171) state owned, and fifty-seven (57) private owned. The study targeted only Senior Secondary Schools. Three (3) sets of questionnaire, checklist and observation schedule were used to conduct the study, that is, one questionnaire for Principals and Teachers, one for students and one for parents. Frequency counts, percentages and mean were used descriptively to analyze the data gathered while inferential statistics (One-Way Analysis of variance (ANOVA) was employed to test the hypotheses postulated. A checklist was used to verify some of the physical facilities. An observation schedule was also used to observe the manner of teaching-learning process.

Major findings were that trained teachers knew when to use the identified methods of teaching (lecture, teaching, discussion, debate, and questioning) and appeared to use them at the appropriate time. Mainly the untrained teachers were not familiar with the methods nor when best to use them. It was also observed that teachers, in especially government schools, did not develop lesson plans for their lessons on a regular basis. Many teachers who cared to do so did it on a weekly rather than daily basis. He therefore recommended that untrained teachers already in service should be compelled to go for professional training within a specified period. Those trained to teach but are not qualified to teach the senior secondary school students be restricted to the junior secondary only. Those who can not be released for full-time programmes should be encouraged to attend the part-time degree programmes. He further recommended that School administrators and inspectors should enforce regular lesson planning by teachers. This will ensure that teachers plan and teach what they are expected to teach.

The study is related to the present study in that it was concerned with one aspect of the study, that is, teachers and lesson plans which this study also seeks to assess. It however differed in that it was concerned with the general situation of senior secondary schools education and not focused on CRS. More so, it focused on the use of identified teaching methods. This study is however concerned with the situation of delivering CRS lessons in schools with the use of various delivery skills knowing fully well that religious education is a guide to a real life situation; morally, spiritually, socially, economically and academically.

Francis (2011) worked on assessment of the implementation of Social Studies curriculum for effective citizenship in Primary Schools. The study focused on all Social

Studies teachers of the State Universal Basic Education Board (SUBEB) in Kaduna State totaling 5,552 spread across the 23 Local Government Areas of the State, using Pearson Product Moment and chi-square to test the null hypotheses. His major findings were that methods of teaching that aid learning in Social Studies have tremendous effect on effective citizenship of pupils in Primary schools. It has proved the fact that the methods teachers used affected/influenced the level of students understanding.

The study is related to the present study in that it considered an aspect of teaching skills (questioning skills). It was however different from the present study in that it did not look at other teaching skills such as explaining skills, communication skills, motivational skills and so on. More so, the study was an assessment of the implementation of Social Studies curriculum carried out in Primary Schools in Kaduna State while this present study is an assessment of the effect of lesson planning and delivery skills on students' performance in Senior Secondary Schools in Kaduna State also. It also did not examine the skills used to deliver the lessons in the schools which this present study is basically concerned with.

Shehu (2011) examined assessment of the availability and utilization of improvised instructional media in Selected Secondary Schools in Giwa Educational Zone in Kaduna State. The study consisted 364 teachers of Secondary Schools in Giwa Zone. It used frequency counts and percentages to analyze the data. No hypotheses were tested. However, the study found out that the use of instructional materials in the teaching-learning process is very effective and that it helps teachers clarify objectives while it helps the students to gain and retain knowledge permanently. It also found out that factors that hinder the use of instructional materials are lack of fund, interest, as well as

necessary skills on the part of the teachers. He therefore recommended that the use of instructional materials in Secondary schools be encouraged as it aids teaching-learning. He also recommended that teachers should be trained and retrained through workshops, Seminars and Conferences for the purpose of skill acquisition necessary for the production and use of instructional materials by teachers.

The study is related to the present study since it examined one important aspect of lesson planning skills (use of instructional materials/teaching aids) which is a step to be taken in developing a successful lesson plan and which the present study is also concerned with. However, it differed in that it was only concerned with availability and utilization of instructional materials in schools and paid no attention to other steps in lesson planning that can lead to effective teaching. On its part, the present study focuses on how lesson planning and delivery skills affect CRS students in Schools. It therefore provides a broader picture of the entire lesson planning and delivery skills.

Minott (2006) examined reflection and reflective teaching. The study sampled four (4) seasoned teachers in Cayman Islands. The study used interview, and documentary analysis in the form of teachers' lesson plan were used to collect the data. The data from the interviews, which were transcribed from tape-recording were analyzed using within and cross-case analyses. His major findings were that 'when', 'how' and 'what' was done in lesson planning matters a lot and that lessons were planned to address students' learning needs. Affective, cognitive and Psychomotor needs of learners are influenced by the subject matter. Teachers planned activities that introduced students to the skills and attitudes unique to the subject they were teaching.

The study is related to the present study in that it was concerned with lesson planning. It also focused on major aspects of lesson planning such as development of lesson plans, lesson implementation and lesson evaluation which the present study is also concerned with. However, it differed in that it only focused on lesson plan and attached no importance to how lesson can be successfully executed through the use of delivery skills which is basically what the present study is concerned with. Besides, the study was conducted using only four (4) seasoned teachers in United Kingdom. The present study is however concerned with the entire Senior Secondary School Students of CRS in Kaduna State of Nigeria.

Guga (2010) examined lesson planning and delivery skills among Secondary Schools teachers. The study sampled 240 teachers in Kaduna State and questionnaire was administered to all of them. Observation schedule was used to observe 48 teachers at work. The study was analyzed descriptively using percentages. Major findings were that some teachers do not plan their lessons and most of those who plan write one plan for three to five lessons a week. Lesson delivery was poorly done by all categories of teachers. He observed that most teachers had no serious commitment to lesson planning. Some of them drew lesson plans only when they were aware that school inspectors were to visit the school. Many Secondary Schools teachers omitted essential elements of the lesson plan such as date, time, duration, instructional resources, stated objectives that had focus, previous knowledge and so on. He also observed that many teachers manifested poor delivery skills by not making use of appropriate teaching methods. He therefore recommended that there should be a rethink on the abolition of the Grade II teachers certificate and the basic training that was thrown away with the programme. Orientation

programmes on various teacher practices could be arranged for new entrants. Above all, there should be a rethink on the calibre of people admitted into teaching profession and continuous professional training for teachers should be made mandatory so as to update their skills.

His study is similar to the present study since it was concerned with lesson planning and delivery skills. More so, it focused on Senior Secondary Schools in Kaduna State just as this present study. However, it differed in that it focused on the entire teachers and not on Students' performance. The present study is therefore set out to assess the condition in the area of CRS.

Olatidoye (1994) studied Teachers' and Students' perception of the teaching and learning of Christian Religious Knowledge in Osun State Secondary Schools. The study sampled two hundred (200) C.R.K. students and fifty (50) C.R.K. teachers. Table of frequency and percentages were used to analyze the data while Mann-Whitney 'U' tests were used to test the hypotheses. The study revealed that the use of story-telling approach, Question and Answer approach, Lecture approach, Discussion approach, Project approach and the Dramatization approach for teaching CRS were inadequate on the part of the students and thereby developed negative attitudes towards learning of CRK in schools. It also revealed that CRK curriculum needed to be reviewed. He therefore recommended that teachers of CRK should improve on their methods of teaching and make use of adequate instructional materials to motivate and arouse students' interest in the subject. He also recommended that curriculum developers and evaluators need to review the curriculum periodically to meet the ever increasing moral and spiritual demands of the contemporary society.

His study relates to the present study since it examined some teaching methods used in teaching CRS which this study seeks to assess in collaboration with teaching skills. It was however, different in that the variable he focused on were only part of the ones that will be investigated in the present study. Besides, it was only concerned with the teachers and the students perception of CRS as a subject and paid no attention to how the subject can be effectively taught. More so, the study was carried out in Osun State but the present study will be carried out in Kaduna State. This study will fill the gaps the previous studies did not cover.

2.6 Summary

In this chapter, a review of literature related to the study was done. The studies reviewed were of relevance to the present study in one way or the other. The concept of lesson planning skills and delivery skills were all considered. The necessity for the teachers to possess planning and teaching skills was explained by the researcher.

Authors differ in their views on lesson plan and lesson note but agree that whichever that is used, what matters is the format which should contain all essential features which will promote orderly lesson delivery. Writers suggested that in planning a lesson, the behavioural objectives should aim at achieving one, two, or all the three basic domains of learning namely: Cognitive, affective and psychomotor.

In the area of instructional materials, the authors emphasized the good choice of aids for the learners and pointed out that a variety of teaching aids makes learning permanent. They all consider the non-use of instructional aids by teachers to be disastrous for the learners and had shown that wise use of teaching materials enhanced effectiveness in teaching.

Authors suggested some classroom management strategies the teachers should possess and maintain for effective class control and higher achievement in teaching. Types of planning and delivery skills that can aid teaching and learning were not eluded. Strategies for skills delivery had not been highlighted by the previous authors. Generally, the authors' works revealed that the lesson planning, teaching methods/techniques as instruments for effective teaching bore much influence on teachers' effectiveness. Their works are related to this study in that it shows clearly the effect of lesson planning and delivery skills that qualified and competent teachers should possess for effective teaching. A few research reports have been located and it appears that much work has not been done regarding lesson planning and delivery skills in schools. It is against this background, therefore, that this research will be conducted.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter describes the research methodology for this study. It includes research design, population, sample and sampling procedures, instrumentation, validation of research instruments, reliability of research instruments, pilot study, procedure for data collection and method of data analysis.

3.2 Research Design

This study used quasi experimental research design. This design is appropriate because according to Osuala (2005), experimental design helps to derive verified functional relationships among phenomena under controlled conditions. This view is in agreement with Kolo (2003) who noted that the objective of experimental design is to test the effect of independent variable, that is, the treatment which is reflected in the design. Thus, in the quest to determine the effect of lesson plan and delivery skills on students' performance in CRS, experimentation is proper.

In this design, the researcher used pre-test – post-test control group design. One of the two groups received treatment as the experimental group while the other group received no treatment being the control group. In other words, the experimental group was taught using lesson plan and certain delivery skills while the control group was taught without any. The two groups were given pre-test and post-test in order to test the effect of the two, that is, lesson plan and delivery skills in teaching and learning of CRS in Schools.

3.3 Population

The population for this study was made up of all the students offering CRS in both public and private Senior Secondary Schools in Giwa Educational Zone. The Zone has sixteen (16) Senior Secondary Schools of both public and private offering CRS.

Table 3.1: Targeted Population for the Study

S/No	Name of School	Type of School	System of School	Number of CRS Students
1.	Dr. Shehu Lawal GGSS, Giwa	Public	Boarding	74
2.	G.S.S. Bomo (Snr)	Public	Day	112
3.	G.G.S.S. Samaru (Snr)	Public	Day	216
4.	G.S.S. Jama'a Zango	Public	Day	30
5.	G.S.S. Basawa (Snr)	Public	Day	87
6.	G.S.S. Hunkuyi (Snr)	Public	Day	49
7.	G.S.S. Kudan (Snr)	Public	Day	40
8.	F.G.G.C. Basawa Road	Public	Boarding and Day	102
9.	Demonstration Secondary School, A.B.U., Zaria	Public	Day	366
10.	Zaria Academy, Shika	Private	Boarding	10
11.	Lifeline Academy, Samaru	Private	Day	99
12.	Knowledge is Power Secondary School, Samaru	Private	Day	144
13.	God's Time Comprehensive Secondary School, Samaru	Private	Day	80
14.	Inter-Chapel College, Zango	Private	Day	85
15.	Buks International School, Emanto	Private	Day	53
16.	St. Joseph Minor Seminary Palladan	Private	Boarding	118
	Total			**1,665**

Source: Giwa Educational Zonal Office/Various Schools (2013).

These give a total of one thousand, six hundred and sixty five (1,665) CRS students. Considering the nature of the research, the researcher sampled the population for easier and better management.

3.4 Sample and Sampling Procedure

It is known from the knowledge gained in educational research method that where or convenient, a researcher selects a sample of the population from the area or environment of research. Kolo (2003) describes sample as "a subset of the population". In other words, a portion of a population selected for study is referred to as a sample. He further states that the process of selecting that subset from the population is known as sampling. It is necessary for the researcher to select his sample in such a way that all the subjects are fully represented (Whawo, 2000 and Daramola, 2006).

Evborokhai (2003) states three factors that determine an adequate sample size to include the nature of the population, type of investigation and degree of precision desired. Nwana (1999) also opines that neither a fixed number nor a fixed percentage is ideal for sample size of all kinds but rather, it is the circumstances of the study that determine what number of sample to be selected. Therefore, for the purpose of this study which is experimental research, the Senior Secondary One (SS1) students totaled five hundred and eighty-three (583) were chosen to represent the population. (See Appendix C). This class is chosen because it is the foundation class at the SS level. The students should have made appreciable progress in CRS at least, at the surface level, that is, Junior Secondary (JS) Level. It is also chosen on the premise that the foundation for the SS3 final and external examination is laid in this class.

Simple random sampling technique was used in obtaining sample for this study. There are nine public and seven private schools under this study. All the schools were listed and numbers assigned to each school. The numbers were written on pieces of papers separately (Public and Private), folded and mixed together in different containers.

Using the principle of randomization which gives every subject in a population an equal chance of appearing in the selection, the assistance of an independent person was sought to pick two pieces of papers from each container. This brought about the number of schools used to four. That is, two were used as experimental group and the other two as control group. The pieces of paper were unfolded and the students from the schools picked represent the population of the study. Government Girls' Secondary School, Samaru and Interchapel College, Zango served as experimental group while Government Secondary School, Basawa and Knowledge is Power Secondary School, Samaru served as control group. The decision on which school were used as experimental or control group was done in alphabetical order. That is, if the first is classified experimental, the next become control.

Table 3.2: Sample Selected for the Study

School	G.G.S.S. Samaru	G.S.S Basawa	Interchapel College, Zango	Knowledge is Power Secondary School Samaru	Total
Population	55	14	27	66	162

A total number of 162 Students were sampled for use in the study comprising of 82 students for experimental group and 80 students for control group. This amount to approximately 28% of the entire population which is a fair representation for a quasi experimental study as this (Onifade, 2002).

3.5 Research Instruments

The research instruments employed for gathering data for this research are multiple choice test items for students and teachers' questionnaire. The students'

multiple choice test items is divided into two sections. The first section contains student's serial number, type of school, system of school either day or boarding, school location and sex. The second section has ten (10) multiple choice items on CRS lesson. The reason for selecting the multiple choice test items was because of the consistency in scoring. The correct answer is always the correct answer, (Ekeh, 2003). Pre-test and post-test scores were used for scoring the questions. (For the test items, see appendix E).

The teachers' questionnaire is divided into two sections and contains five (5) items on different delivery skills. The first section seeks information on the school, type of school, the school system either day or boarding and the school location. It also seeks information on respondents' personal background like sex, highest qualification and teaching experience. The second section contains items on effectiveness of delivery skills. The rationale is to determine to what extent the teachers view the use of delivery skills in teaching. Modified Likert Type Scale was adopted for scoring the questionnaire and the scoring points range from 1 – 4 thus; Strongly Agree (SA) – 4; Agree (A) – 3; Disagree (D) – 2; Strongly Disagree (SD)-1. (For teachers' questionnaire, see appendix F)

3.5.1 Validation of the Instruments

A measuring instrument is valid when it truly and accurately measures the quality or ability it purports to measure. Content validity of the instruments was done by scrutiny and inputs of my supervisors and experts in statistics who went through the instruments and made observations where necessary. The purpose of content validity is to determine the extent to which instrument items relate to the objectives and research questions. To further validate the instruments a pilot study was carried out.

3.5.2 Pilot Study

To establish the reliability of the instrument and to ensure that the questionnaire measures what it intends to measure, a pilot study was carried out to test the predisposition of respondents and the degree of accuracy of the instruments that were used in the main investigation and acquaint the researcher with the test administration procedures and practical problems that may be involved in carrying out the study so as to rectify them and assess the relevance and functionality of the research questions and hypotheses.

In view of this, the pilot study was conducted at Government Secondary School, Bomo. Twenty-five SS1 CRS students were used for the pilot study. The reliability of the instrument was analyzed. The computed r-value for the correlation coefficient reliability test for the students' instrument was 0.904. The pilot study also used 20 teachers randomly selected from both public and private Senior Secondary Schools in Giwa Educational Zone which were not part of the study. Responses from the pilot study were collated to determine the reliability of the teachers' instrument. The result of the correlation showed 0.851. Since it is statistically agreed that a value of $\pm$ 0.40 to $\pm$ 0.70 marks considerable reliability, the reliabilities obtained were 0.90 and 0.81 respectively and are close to 1 thus making the two instruments reliable in being able to measure what they intend to measure.

3.5.3 Reliability of the Instruments

According to Bamidele (2004), reliability refers to the consistence and dependability of the instruments to measure what it intends to measure. Test-retest reliability was adopted in the study. The aim is to ensure the stability or consistency of

the instruments. In order to ascertain the reliability of the instrument, a pilot study was carried out. The result of the pilot study was analyzed using Pearson Product Moment Correlation (PPMr) for the multiple choice test items. The computed r-value was 0.90 while Cronbach's Alpha Reliability Coefficient (CARC) was used for the teachers' questionnaire and the result of the correlation was 0.81.

3.6 Administration and Procedure for Data Collection

The administration and collection of data were carried out personally and with the help of four research assistants. Official permission was obtained from the principals of the sampled schools before the administration of the instruments. The research assistants were trained on how to administer and retrieve the instruments from the respondents. The researcher conducted the treatment lessons for experimental group. The group was taught some concept in CRS after which the test item in form of questions on the lesson was given to respondents. At the end of four weeks, both the experimental and the control groups were given post-test using the same instrument. The scores of the two groups were analyzed and compared to show if there is any positive performance as a result of treatment and to determine the effects of lesson planning and delivery skills on the students' performance. The treatment stages are shown in Table 3.3 below:-

Table 3.3 Treatment Stages for experimental group

Administer pre-test for control and experimental groups	Taught Saul's disobedience 1 week	Taught Consequences of Saul's disobedience 1 week	Taught Right Christian Attitude to Persecution 1 week	Taught Resurrection 1 week	Control and experimental groups scores compared. Pre and Post-test scores compared

3.7 Method of Data Analysis

The data was analyzed descriptively and inferentially. The descriptive statistics analyzed the frequencies and percentages distribution of the biodata variables of sex, school location, qualification, type of school, school system, teaching experience of the teachers' respondents and groups of students' respondents. The inferential statistics of Independent t-test and chi-square were used to test the hypotheses at 0.05 level (95% confidence level). Specifically, hypothesis one was tested using chi-square to test if significant difference exist in the perception of the respondents on the various variables of interest (Communication Skill, Set induction skill, Questioning Skill, skill of use of Example, and Resource Development and Utilization skill). The rest hypotheses 2-8 were tested using the Independent t-test statistics to determine if significant differences exist between the two independent samples on the test quantitative variable in each case (Bello and Ajayi, 2000).

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction.

This chapter presents the analysis of the data collected in the course of the study including discussions of results. The analysis was on the effect of lesson planning and delivery skills on students' performance (experimental and control groups) in public and private senior secondary schools. The eight research questions were answered and eight research hypotheses were tested. The study involved a total of 162 Christian Religious studies students and 20 CRS teacher respondents from selected private and public Senior Secondary Schools in Giwa Educational zone of Kaduna state. In the first section, the bio data variables analysis using frequencies and percentages are presented. In the second section answers to the research questions using frequencies, means and standard deviations for each item were discussed. This is then followed by interpretation of the null hypotheses by means of inferential statistical techniques of Independent t- test statistics and chi square test statistics to test for the presence or absence of significant differences at 0.05 alpha level of significance. The findings of all the above were discussed as contained hereafter.

4.2: Frequency distribution of respondents by type of school, school system, sex, qualification and experience.

The demographic information about the teacher respondents were as follows:-

Table 4.2.1: Frequency distribution of Teacher respondents by Type of School

Type of School	Frequency	Percent
Public	10	50.0
private	10	50.0
Total	20	100.0

The table above revealed the distribution of teacher respondents by their type of school. A total of 10 representing 50% are from public schools while the same number 10 (50%) are from private secondary schools.

Table 4.2.2: Frequency distribution of Teacher respondents by School System

School system	Frequency	Percent
Boarding	4	20.0
Day	16	80.0
Total	20	100.0

The teacher school system as displayed in the table above, showed that 16 of them representing 80.0% are in day schools while only 4 (20.0%) are from boarding school. This indicated that there are more day schools than boarding schools in Giwa Educational zone.

Table 4.2.3: Frequency distribution of Teacher respondents by Gender

Gender	**Frequency**	**Percent**
Male	10	50.0
Female	10	50.0
Total	20	100.0

According to the table above, 10 of the CRS teacher respondents representing 50.0% are male while the same number are females.

Table 4.2.4: Frequency distribution of Teacher respondents by Academic qualification

Academic qualification	Frequency	Percent
NCE	1	5.0
B.Ed	8	40.0
M.Ed	5	25.0
PGDE	1	5.0
Others	5	25.0
Total	20	100.0

A close look at teachers' qualifications in Table 4.2.4 reveals that 8 which represents 40% of the CRS teachers' respondents hold first degree, 5 (25%) hold Masters degree, another 5 (25%) hold other forms of degree while 1 each (5%) hold NCE and PGDE respectively. It is concluded that all the teachers were qualified to teach at Senior Secondary School level except for the NCE holder.

Table 4.2.5 Frequency distribution of Teachers respondents by Years of Teaching Experience

Teaching Experience	Frequency	Percentage
1 - 5 years	6	30.0
6 - 10 years	5	25.0
11 - 15 years	4	20.0
16 - 20 years	0	00.0
21 years and above	5	25.0
Total	20	100.0

Table 4.2.5 shows that 6 of the CRS teachers respondents representing 30% had between 1 – 5 years teaching experience, 5 (25%) had between 6 – 10, the same number 5 (25%) had over 21 years of teaching experience, none fell into the category of between 16 – 20

years while 4 (20%) had experience of between 11 – 15 years of teaching. This was an indication that the CRS teachers at the level of Senior School all had some level of experience.

Table 4.2.6 Frequency distribution of Student respondents by Sex

Sex	Frequency	Percent
Male	58	35.8
Female	104	64.2
Total	162	100.0

The table above reveals the gender distribution of the student respondents. 58 of them representing 35.8% were male students while the rest 104 representing 64.2% were female students. It is an indication that education of girl-child has come to limelight.

Table 4.2.7 Frequency distribution of Student respondents by school type

School type	Frequency	Percent
Private	93	57.4
Public	69	42.6
Total	162	100.0

According to the table 4.2.7, 93 of the respondents representing 57.4% of the students were from private schools while the remaining 69 representing 42.6% of the students were from public schools.

Table 4.2.8 Frequency distribution of Student respondents by their group

Group	Frequency	Percent
Control	80	49.4
Experimental	82	50.6
Total	162	100.0

The student respondents were categorized into two groups in the study. As seen in table 4.2.8, a total of 80 students representing 49.4% were the control group that were not taught with delivery skills while the remaining 82 representing 50.6% are experimental group students that were taught with delivery skills.

4.3 Answers to Research Questions

The following eight research questions were answered in this research work as follows:-

Research Question 1: What is the teachers' response on the effectiveness of different delivery skills in the performance of CRS students in the Senior Secondary Schools?

Table 4.3.1: Perception of Teacher respondents on the effectiveness of delivery skills in the performance of CRS students in the Senior Secondary Schools

S/NO	ITEMS	Response categories				MEAN	STD. DEV	STD. ERR
		SA	A	D	SD			
1	Communication delivery skill by teachers helps learners to express their thoughts and feelings.	9	9	1	1	3.3000	.8013	.1791
2	Use of Set Induction Delivery skill involves the learners in the learning and establishes active participation in learning activities.	9	8	2	1	3.2500	.8507	.1902
3	Teachers' use of questioning method delivery skill in teaching enhances the achievement of stipulated behavioral objectives.	4	10	3	3	2.7500	.9665	.2161
4	The ability of teachers to use examples (skill of use of examples) in teaching, aids teaching task and facilitates understanding on the part of the learners.	11	7	1	1	3.4000	.8207	.1835
5	The ability of teachers to use resource development/utilization delivery skill helps them clarify objectives while it helps the students to gain and retain knowledge permanently.	6	11	1	2	3.0500	.8870	.1983
	Cumulative mean					3.1500		

Decision mean =- 2.5000

Details of the table above reveal the opinion of teacher respondents on the effect of teaching CRS with different delivery skills in the performance of students in public and private Senior Secondary Schools. Their responses showed that cumulative mean of 3.1500 is higher than the decision mean of 2.5000. Specifically, they are of the opinion that the ability of teachers to use examples delivery during teaching aids students understanding as this opinion attracted the highest mean response of 3.4000 with details showing that 11 of them were in strong agreement while 7 were in agreement as against 1 that disagreed and 1 strongly disagreed with this delivery skill. The second highest mean response of 3.30000 is communication delivery skill. The details of response on this delivery skill showed that 9 each were in strong agreement and agreement while 1 each were in disagreement and strong disagreement with this view. The third delivery skill that has effect on the students' performance is the use of set induction delivery skill. This attracted the third highest mean response of 3.2500 with details showing that 9 were in strong agreement while 8 were in agreement as against 2 that disagreed and 1 in strong disagreement with this delivery skill. The fourth highest mean response of 3.0500 is the use resource development and utilization delivery skill with the details showing that 6 were in strong agreement with this delivery skill, 11 were in agreement, 1 was in disagreement while 2 were in strong disagreement. Teachers' use of questioning method of delivery skill in teaching has the fifth and least mean response of 2.7500 with details showing that 4 were in strong agreement, 10 were in agreement while 3 each were in disagreement and strong disagreement with this delivery skill.

Research Question 2: What is the difference in performance of CRS students taught with lesson plan and Communication Delivery skill (experimental) and those taught without lesson plan and Communication Delivery skill (control)

TABLE 4.3.2: Effect of Lesson Plan and the use of Communication Delivery skill on the academic performance of experimental and control groups

Group	N	Mean	Std. Deviation	Std. Error Mean
Control	80	43.9375	15.92553	1.78053
Experimental	82	71.8049	17.00213	1.87757

The table above revealed the performance of students taught with Communication Delivery skills (experimental) and those taught without Communication Delivery skills (control) in CRS. The table revealed that their mean academic performances were 71.8049 and 43.9375 by students taught with Communication Delivery skills (experimental) and those taught without Communication Delivery skill (control) respectively. This showed that students taught with Communication Delivery skills performed better than their counterparts taught without Communication Delivery skills.

Research Question 3: What is the difference in performance of CRS students taught with Lesson Plan and Set Induction Delivery skill (experimental) and those taught without Lesson Plan and Set Induction Delivery skill (control)

TABLE 4.3.3: Effect of Lesson Plan and the use of Set Induction Delivery skill on the academic performance of experimental and control groups

Group	N	Mean	Std. Deviation	Std. Error Mean
Control	80	53.1500	20.89446	2.33607
Experimental	82	70.9390	17.14236	1.89306

The table above revealed the performance of students taught with Set Induction Delivery skill (experimental) and those taught without Set Induction Delivery skill (control) in CRS. The table reveals that their mean academic performances were 70.9390 and 53.1500 by students taught with Set Induction Delivery skill (experimental) and those taught without Set Induction Delivery skill (control) respectively. This showed that students taught with Set Induction Delivery skill performed better than their counterparts taught without Set Induction Delivery skills.

Research Question 4: What is the difference in performance of CRS students taught with Lesson Plan and Questioning Delivery skill (experimental) and those taught without Lesson Plan and Questioning Delivery skill (control)

TABLE 4.3.4: Effect of Lesson Plan and the use of Questioning Delivery skill on the academic performance of experimental and control groups

Group	N	Mean	Std. Deviation	Std. Error Mean
Control	80	66.6125	19.27236	2.15472
Experimental	82	72.7683	16.07260	1.77492

The table above revealed the performance of students taught with Questioning Delivery skill (experimental) and those taught without Questioning Delivery skill (control) in CRS. The table reveals that their mean academic performances were 72.7683 and 66.6125 by students taught with Questioning Delivery skill (experimental) and those taught without Questioning Delivery skill (control) respectively. This showed that students taught with Questioning Delivery skill performed better than their counterparts taught without Questioning Delivery skill.

Research Question 5: What is the difference in performance of CRS students taught with Lesson Plan and Use of Examples Delivery skill (experimental) and those taught without Lesson Plan and Use of Examples Delivery skill (control)

TABLE 4.3.5: Effect of Lesson Plan and Use of Examples Delivery skill on the academic performance of experimental and control groups

Group	N	Mean	Std. Deviation	Std. Error Mean
Control	80	51.3250	19.71299	2.20398
Experimental	82	67.1829	18.05761	1.99413

The table above revealed the performance of students taught with the Use of Examples Delivery skill (experimental) and those taught without the Use of Examples Delivery skill (control) in CRS. The table reveals that their mean academic performances were 67.1829 and 51.3250 by students taught with the Use of Examples Delivery skill (experimental) and those taught without the Use of Examples Delivery skill (control) respectively. This showed that students taught with Use of Examples Delivery skill performed better than their counterparts taught without Use of Examples Delivery skill.

Research Question 6: What is the difference in performance of CRS students taught with Lesson Plan and Resource Development and Utilization Delivery skill (experimental) and those taught without Lesson Plan and Resource Development and Utilization Delivery skill (control)

TABLE 4.3.6 Effect of Lesson Plan and the use of Resource Development and Utilization Delivery skill on the academic performance of experimental and control groups

Group	N	Mean	Std. Deviation	Std. Error Mean
Control	80	56.3250	19.91232	2.22627
Experimental	82	75.3780	15.50997	1.71279

The table above revealed the performance of students taught with Resource Development and Utilization Delivery skill (experimental) and those taught without Resource Development and Utilization Delivery skill (control) in CRS. The table reveals that their mean academic performances were 75.3780 and 56.3250 by students taught with Resource Development and Utilization Delivery skill (experimental) and those taught without Resource Development and Utilization Delivery skill (control) respectively. This showed that students taught with Resource Development and Utilization Delivery skill performed better than their counterparts taught without Resource Development and Utilization Delivery skill.

Research Question 7: What is the difference in the performance of male CRS students in control and experimental groups?

TABLE 4.3.7: Mean academic performance of male students in control and experimental groups

Male groups	N	Mean	Std. Deviation	Std. Error Mean
Control	43	53.5581	21.64574	3.30094
Experimental	15	77.0667	14.36994	3.71030

The table above showed the overall academic performance of male students in control and experimental groups. Their overall mean academic performances were 53.5581 and 77.0667 by male control group and male experimental group respectively. This implies that the males in experimental group performed better than their counterparts in the control group as a result of exposure of experimental group to all the five delivery skills. A close look at the Table above revealed that there is a large difference in number between the male CRS students in control and experimental groups. The reason being that four schools were used for the control and experimental groups comprising of two private and two public schools. Each group consists of one private school and one public school. The private and public schools in the control group are a mixed school thereby having a large number of male CRS students while in the experimental group, the public school is girls only and the private school is a mixed school thereby having a few number of male CRS students.

Research Question 8: What is the difference in the performance of female CRS students in control and experimental groups?

TABLE 4.3.8: Mean academic performance of female CRS students in control and experimental groups

Female groups	N	Mean	Std. Deviation	Std. Error Mean
Control	37	59.5405	17.42698	2.86498
Experimental	67	75.0000	15.83150	1.93413

The table above showed the overall academic performance of female students in control and experimental groups. Their overall mean academic performances were 59.5405 and 75.000 by female control group and female experimental group respectively.

This implies that the females in experimental group performed better than their counterparts in the control group as a result of exposure of the experimental group to all the five delivery skill. A close look at the Table above revealed that there is a large difference in the number between the female CRS students in control and experimental groups. The reason being that four schools were used for the control and experimental groups comprising of two private and two public schools. Each group consists of one private and one public school respectively. The private and public schools in the control group are mixed school thereby having a few number of female CRS students while in the experimental group, the public school is Girls only coupled with girls in the private school thereby having a large number of female CRS students.

4.4 Testing of Research Hypotheses:

Hypothesis One: the null hypothesis states that there is no significant difference among the CRS teachers' perception on the effectiveness of delivery skills in the performance of CRS students in Senior Secondary Schools in Giwa Educational Zone of Kaduna state.

Table 4.4.1: Chi square statistics to test the difference among the CRS teachers' perception on the effect of delivery skills in the performance of CRS students in public and private Senior Secondary Schools in Giwa Educational Zone.

Expected counts are printed below observed counts

Items	SA	A	D	SD	Total
1	9	9	1	1	20
	7.80	9.00	1.60	1.60	
2	9	8	2	1	20
	7.80	9.00	1.60	1.60	

3	4	10	3	3	20
	7.80	9.00	1.60	1.60	
4	11	7	1	1	20
	7.80	9.00	1.60	1.60	
5	6	11	1	2	20
	7.80	9.00	1.60	1.60	
Total	39	45	8	8	100

Chi-Sq = 0.185 + 0.000 + 0.225 + 0.225 +

0.185 + 0.111 + 0.100 + 0.225 +

1.851 + 0.111 + 1.225 + 1.225 +

1.313 + 0.444 + 0.225 + 0.225 +

0.415 + 0.444 + 0.225 + 0.100 = 9.060

DF = 12, P-Value = 0.076

10 cells with expected counts less than 5.0

An understanding of the above chi square statistics test, $\mathbf{X^2}$ calculated value of 9.060 is greater than the X2 critical value of 5.29 at df 12, while the calculated p value of 0.076 is greater than the 0.05 alpha level of significance indicating no significant difference in teachers' responses. Hence the null hypothesis which states that there is no significant difference among the CRS teachers' perception on the effectiveness of various delivery skills in the performance of CRS students in Senior Secondary Schools in Giwa Educational Zone, is hereby accepted and retained. This implies that the teachers are of the strong opinion that delivery skills have strong effects in the performance of CRS

among Senior Secondary School students of public and private Schools in Giwa Educational Zone of Kaduna state.

Hypothesis Two: The null hypothesis states that there is no significant difference in the performance of CRS students taught with Lesson Plan and Communication Delivery skill (experimental) and those taught without Lesson Plan and Communication Delivery skill (control) in public and private Senior Secondary Schools.

Table 4.4.2: Independent t-test sample statistics for difference in the performance of CRS students taught with Lesson Plan and Communication Delivery skill (experimental) and those taught without Lesson Plan and Communication Delivery skill (control)

Variable	Group	N	Mean	std.dev	std.err	Df	t calculated	t critical	Sig (p)
Performances in Communication delivery Skill	Control	80	43.9375	15.9255	1.7805	**160**	10.761	1.96	0.000
	Experimental	82	71.8049	17.0021	1.8775				

Calculated p < 0.05, calculated t > 1.96 at df 160

The outcome of the Independent sample t-statistics above revealed that there is significant difference in the performance of CRS students taught with Lesson Plan and Communication delivery Skill (experimental) and those taught without Lesson Plan and Communication delivery Skill (control). Reason being that the calculated P value of 0.000 is less than the 0.05 alpha level of significance while the calculated t value of 10.761 is higher than the 1.96 critical t value at df 160. Hence the null hypothesis which states that there is no significant difference in the performance of CRS students taught with Lesson Plan and Communication delivery Skill (experimental) and those taught without Lesson Plan and Communication delivery Skill (control) is hereby rejected. The alternative hypothesis that there is significant difference in the performance of CRS

students taught with Lesson Plan and Communication Delivery Skill (experimental) and those taught without Lesson Plan and Communication Delivery Skill (control) is accepted.

Hypothesis Three: The null hypothesis states that there is no significant difference in the performance of CRS students taught with Lesson Plan and Set Induction Delivery Skill (experimental) and those taught without Lesson Plan and Set Induction Delivery skill (control).

Table 4.4.3: Independent t-test sample statistics for difference in the performance of CRS students taught with Lesson Plan and Set Induction Delivery skill (experimental) and those taught without Lesson Plan and Set Induction Delivery skill (control)

Variable	Group	N	Mean	std.dev	std.err	Df	T Calculated	t critical	Sig (p)
Performances in Set Induction Delivery Skill	Control	80	53.1500	20.8944	2.33607	**160**	5.931	1.96	0.000
	Experimental	82	70.9390	17.1423	1.89306				

Calculated p < 0.05, calculated t > 1.96 at df 160

The outcome of the Independent sample t-statistics above revealed that there is significant difference in the performance of CRS students taught with Lesson Plan and Set Induction delivery Skill (experimental) and those taught Lesson Plan and without Set Induction delivery Skill (control). This is because the calculated P value of 0.000 is less than the 0.05 alpha level of significance while the calculated t value of 5.931 is higher than the 1.96 critical t value at df 160. Hence the null hypothesis which state that there is no significant difference in the performance of CRS students taught with Lesson Plan and

Set Induction delivery Skill (experimental) and those taught without Lesson Plan and Set Induction delivery Skill (control), is hereby rejected and the alternative hypothesis that there is significant difference between CRS students taught with Lesson Plan and Set Induction delivery skill and those taught without Lesson Plan and Set Induction delivery skill is upheld.

Hypothesis Four: The null hypothesis states that there is no significant difference in the performance of CRS students taught with Lesson Plan and Questioning Delivery Skill (experimental) and those taught without Lesson Plan and Questioning Delivery skill (control).

Table 4.4.4: Independent t-test sample statistics for difference in performance of CRS students taught with Lesson Plan and Questioning Delivery skill (experimental) and those taught without Lesson Plan and Questioning Delivery skill (control)

Variable	Group	N	Mean	std.dev	std.err	Df	T calculated	t critical	Sig (p)
Performances in Questioning delivery Skill	Control	80	66.6125	19.2723	2.15472	**160**	2.210	1.96	0.029
	Experimental	82	72.7683	16.0726	1.77492				

Calculated p < 0.05, calculated t > 1.96 at df 160

The outcome of the Independent sample t-statistics above revealed that there is significant difference in the performance of CRS students taught with Lesson Plan and Questioning delivery Skill (experimental) and those taught without Lesson Plan and Questioning Delivery Skill (control). Reason being that the calculated P value of 0.029 is less than the 0.05 alpha level of significance while the calculated t value of 2.210 is higher than the 1.96 critical t value at df 160. Hence the null hypothesis which states that

there is no significant difference in the performance of CRS students taught with Lesson Plan and Questioning delivery Skill (experimental) and those taught without Lesson Plan and Questioning delivery Skill (control), is hereby rejected.

Hypothesis five: The null hypothesis states that there is no significant difference in the performance of CRS students taught with Lesson Plan and Use of Examples Skill (experimental) and those taught without Lesson Plan and Use of Examples skill (control).

Table 4.4.5: Independent t-test sample statistics for difference in performance of CRS students taught with Lesson Plan and Use of Examples skill (experimental) and those taught without Lesson Plan and Use of Examples skill (control)

Variable	Group	N	Mean	std.dev	std.err	Df	t calculated	t critical	Sig (p)
Performances in Use of Examples Skill	Control	80	51.3250	19.7129	2.20398	**160**	5.341	1.96	0.000
	Experimental	82	67.1829	18.0576	1.99413				

Calculated p < 0.05, calculated t > 1.96 at df 160

The outcome of the Independent sample t-statistics above revealed that there is significant difference in the performance of CRS students between those taught with Lesson Plan and Use of Examples Skill (experimental) and those taught without Lesson Plan and Use of Examples Skill (control). This is because the calculated P value of 0.000 is less than the 0.05 alpha level of significance while the calculated t value of 5.341 is higher than the 1.96 critical t value at df 160. Hence the null hypothesis which states that there is no significant difference in the performance of CRS students taught with Lesson Plan and Use of Examples Skill (experimental) and those taught without Lesson Plan and Use of Examples Skill (control) is hereby rejected.

Hypothesis Six: The null hypothesis states that there is no significant difference in the performance of CRS students taught with Lesson Plan and Resource Development and Utilization Delivery Skill (experimental) and those taught without Lesson Plan and Resource Development and Utilization Delivery skill (control).

Table 4.4.6: Independent t-test sample statistics for difference in the performance of CRS students taught with Lesson Plan and Resource Development and Utilization Delivery skill (experimental) and those taught without Lesson Plan and Resource Development and Utilization Delivery skill (control)

Variable	Group	N	Mean	std.dev	std.err	Df	t calculated	t critical	Sig (p)
Performances in Resource Development and Utilization Delivery Skill	Control	80	56.3250	19.9123	2.22627	**160**	6.804	1.96	0.000
	Experimental	82	75.3780	15.5099	1.71279				

Calculated p < 0.05, calculated t > 1.96 at df 160

The outcome of the Independent sample t-statistics above revealed that there is significant difference in the performance of CRS students taught with Lesson Plan and Resource Development and Utilization Delivery Skill (experimental) and those taught without Lesson Plan and Resource Development and Utilization Delivery Skill (control). This is due to the fact that the calculated P value of 0.000 is less than the 0.05 alpha level of significance while the calculated t value of 6.804 is higher than the 1.96 critical t value at df 160. Hence the null hypothesis which states that there is no significant difference in the performance of CRS students taught with Lesson Plan and Resource Development and Utilization Delivery Skill (experimental) and those taught without Lesson Plan and Resource Development and Utilization Delivery Skill (control) is hereby rejected.

Therefore, the alternative hypothesis that there is significant difference between CRS students taught with Lesson Plan and Resource Development and Utilization Skill (experimental) and those taught without Lesson Plan and Resource Development and Utilization Skill (control) is accepted.

Hypothesis Seven : The null hypothesis states that there is no significant difference in the performance of male CRS students who were exposed to delivery skills (experimental group) and those not exposed to delivery skills (control group)

Table 4.4.7: Independent t-test sample statistics for difference in the performance of male CRS students who were exposed to delivery skills (experimental group) and those not exposed to delivery skills (control group)

Variable	Male groups	N	Mean	std.dev	std.err	Df	T Calculated	t critical	Sig (p)
Performances in all the five delivery skills	Control	43	53.5581	21.64574	3.30094	**56**	3.905	1.96	0.000
	Experimental	15	77.0667	14.36994	3.71030				

Calculated p < 0.05, calculated t > 1.96 at df 56

The outcome of the Independent sample t-statistics above revealed that significant differences exist in the performance of male CRS students who are exposed to delivery skills (experimental group) and those not exposed to delivery skills (control group). The reason being that the calculated P value of 0.000 is lower than the 0.05 alpha level of significance while the calculated t value of 3.905 is higher than the 1.96 critical t value at df 56. Hence the null hypothesis which states that there is no significant difference in the performance of male CRS students who were exposed to delivery skills (experimental group) and those not exposed to delivery skills (control group), is hereby rejected. The alternative hypothesis that there is significant difference in the performance of male CRS

students who were exposed to delivery skills (experimental) and those not exposed to delivery skills (control) is then accepted.

Hypothesis Eight : The null hypothesis states that there is no significant difference in the performance of female CRS students who were exposed to delivery skills (experimental group) and those not exposed to delivery skills (control group).

Table 4.4.8: Independent t-test sample statistics for difference in the performance of female CRS students who were exposed to delivery skills (experimental group) and those not exposed to delivery skills (control group).

Variable	Female groups	N	Mean	std.dev	std.err	Df	T Calculated	t critical	Sig (p)
Performances in all the five delivery skills	Control	37	59.5405	17.42698	2.86498	**102**	4.599	1.96	0.000
	Experimental	67	75.0000	15.83150	1.93413				

Calculated p < 0.05, calculated t >1.96 at df 102

The outcome of the Independent sample t-statistics above revealed significant difference in the performance of female CRS students who were exposed to delivery skills (experimental group) and those not exposed to delivery skills (control group).

This is because the calculated significance P value of 0.000 is lower than the 0.05 alpha level of significance while the calculated t value of 4.599 is higher than the 1.96 critical t value at df 102. Hence the null hypothesis which state that there is no significant difference in the performance of female CRS students who were exposed to delivery skills (experimental group) and those not exposed to delivery skills (control group), is hereby rejected.

Table 4.4.9 Table indicating significant difference of the Hypotheses Accepted or Rejected

Null Hypothesis	Hypothesis	Statistical Method used	Hypotheses accepted or rejected
1.	There is no significant difference among the CRS teachers' perception on the effectiveness of delivery skills on the performance of students in CRS in private and public Senior Secondary Schools in Giwa Educational Zone of Kaduna State.	Chi-square	P> 0.05 X^2 calculated > X^2 critical value of 5.29 at df 12 Accepted
2.	There is no significant difference in the performance of CRS students taught with lesson plan and communication skill (experimental) and those taught without lesson plan and communication skill (Control) in private and public Senior Secondary Schools.	T-test	P< 0.05 Calculated t> 1.96 at df 160 Rejected
3.	There is no significant difference in the performance of CRS students taught with lesson plan and set Induction Delivery Skill (experimental) and those taught without lesson plan and set Induction Delivery Skill (Control) in private and public Senior Secondary Schools.	T-test	P<0.05 Calculated t> 1.96 at df 160 Rejected.
4.	There is no significant difference in the performance of CRS students taught with lesson plan and Questioning Skill (experimental) and those taught without Lesson Plan in Private and Public Senior Secondary Schools.	T-test	P< 0.5 Calculated t > 1.96 at df 160 Rejected
5.	There is no significant difference in the performance of CRS Students taught with lesson plan and the use of Examples Skill (experimental) and those taught without lesson plan and the Use of Examples Skill (control) in Private and Public Senior Secondary Schools	T-test	P<0.05 Calculated t > 1.96 at df 160 Rejected.
6.	There is no significant difference in the performance of CRS	T-test	P< 0.05 Calculated t > 1.96

	Students taught with lesson plan and Resource Development and Utilization Skill (experimental) and those taught without Resource Development and Utilization Skill (control) in Private and Public Senior Secondary Schools.		at df 160 Rejected
7.	There is no significant difference in the performance of male CRS students who were exposed to delivery skills (experimental) and those not exposed to delivery skills (control) in Private and Public Senior Secondary Schools.	T-test	P<0.05 Calculated t > 1.96 at df 56 Rejected.
8.	There is no significant difference in the performance of female CRS students who were exposed to delivery skills (experimental) and those not exposed to delivery skills (control) in private and public Senior Secondary Schools.	T-test	P<0.05 Calculated t >1.96 at df 102 Rejected.

4.5 Summary of Findings

Based on the result of the discussion, the following are the summary of findings:

1. The teachers are of the strong opinion that the use of lesson plan and various delivery skills have significant effects on students' academic performance in CRS.

2. Effective use of lesson plan and Communication delivery skill has positive effect on the performance of CRS students.

3. CRS students taught with the use of lesson plan and set induction delivery skill performed better than those who were not.

4. The use of lesson plan and Questioning delivery skill has greater effect on the performance of CRS students.

5. The use of lesson plan and Examples delivery skill contributed to the performance of CRS students positively.

6. CRS students taught with the use of lesson plan and Resource Development and utilization skill made significant mean score over those who were not.

7. Both male and female CRS students taught with lesson plan and delivery skills performed better than their counterparts who were not taught with any. This implies that teachers need to acquire the skills for lesson planning and delivery and manifest the skills so as to enable the students develop positive attitude towards the subject.

8. It is obvious that lesson plan and utilization of various delivery skills in teaching produce effective results on students'.

4.6 Discussion of Findings

Outcome of research question 1 and hypothesis 1: The opinion of the sampled teachers showed that they were of the strong opinion that there is significant effect of using the various delivery skills on students' academic performance in CRS. This was borne out of the fact that their overall mean responses of 3.1500 is higher than the decision mean of 2.500, just as the outcome of the hypothesis showed that there is no significant difference among the teachers concerning the effectiveness of the various delivery skills on students academic performance in CRS. In order words, the teachers are of the view that effective use of delivery skills contribute immensely to a positive academic performance of students in CRS. This finding agrees with Dhand (2004) who says that a teacher who varies his or her day planning different delivery skills and uses them tends to achieve

more success in teaching. Not only does practicing of different delivery skills provide change for the teacher, it also serves as a motivator for students. Apart from using questionnaire to find out the teachers' opinion on the effectiveness of delivery skills, the peculiarity in this finding is the assumption that a teacher can teach successfully with any single delivery skill or even without any. This assumption disagrees with Dhand (2004) and Wraqq (2005) who stress that no single one delivery skill seems to work, and focusing on a particular skill in isolation can be unhelpful because it can be less meaningful out of context. In calculating the difference among CRS teachers' opinion on the effectiveness of delivery skills, as shown in Table 4.4.1, the result indicates that $\mathbf{X^2}$ calculated of 9.060 is greater than the $\mathbf{X^2}$ critical of 5.29 at df 12 while the calculated P value of 0.076 is greater than the 0.05 alpha level of significant difference in the teachers' responses. Therefore, the null hypothesis which states that there is no significant difference among CRS teachers' perception on the effectiveness of various delivery skills in the performance of CRS students in Senior Secondary Schools in Giwa Educational zone is accepted. This proves that it is necessary for a teacher to master different delivery skills in order to be effective at teaching.

Outcome of research question 2 and hypothesis 2: Showed that students who were taught with lesson plan and communication skills (experimental) performed better than their counterparts who were not (control). Their mean academic performances were 71.8049 and 43.9375 respectively as shown in Table 4.3.2. This clearly shows that a free flow of communication from the teacher to the students and vice versa during teaching and learning gives room to better performance.

In calculating the difference in scores for the two groups as shown in Table 4.4.2, result indicates the experimental group as having 71.8049 while the control group has 43.9375. The difference between the two scores was great enough to be considered as a significant difference between the two. The control group could not so much perform in the lessons while the experimental group were able to decode the message, participated by asking and answering questions and expressed their thought as well in the lessons. This serves as a pointer to the effective use of communication skills on the experimental group. This finding is in agreement with Khattak (2003) who says that communication can only be successful when both the encoder (sender) and the decoder (receiver) are able to reach a common understanding regarding the same information. This also agrees with McPheat (2012) who noted that communication is not what is said whether verbally or non-verbally, but what is understood. In order words, effective communication is much more than being able to talk, it is also the ability to listen and understand others. The strength of this finding is that CRS teachers should endeavor to make use of communication skills in teaching so as to get their message across to their students in an effective way and they (students), then have accurate instructions to complete their assigned tasks. Effective communication skills are fundamental to all teaching.

Outcome of research question 3 and hypothesis 3: Revealed that students who were taught with lesson plan and set induction delivery skill (experimental) performed better than their counterparts who were not (control). The mean academic performances of both groups shown in Table 4.3.3 were 70.9390 and 53.1500 respectively. In calculating the difference in scores between the two groups as shown in Table 4.4.3, the result indicates that t-calculated of 5.931 is higher than t-critical of 1.96 at df 160 indicating significant

difference in performance of CRS students taught with set induction (experimental) and those taught without (control).

Many of the students in the control group did not indicate interest in the lesson thereby leading to their poor performance in the pre-test and post-test stages. The same happened to the students in the experimental group in the pre-test stage resulting to their inability to perform as expected. Constant use of set induction skill in the lessons was of immense benefit to the students whom at the post-test stage performed better. This difference in the performance clearly shows that students taught with set induction skill are liable to develop interest in the lesson. This finding however, agrees with Shostak (1986) who was of the view that active involvement at the beginning of lesson can increase curiosity and stimulate students' interest in the lesson. It also agrees with Opakunle (2002) who noted that set induction skill enables the teacher prepares the minds of the learners to receive new lesson which ultimately arouse their interest in the lesson.

Outcome of research question 4 and hypothesis 4: Revealed that students who were taught with lesson plan and questioning skill (experimental) performed better than their counterparts who were not (control). Their mean academic performances were 72.7683 and 66.6125 by the respectively as shown in Table 4.3.4. This clearly shows that the use of questioning skill in teaching has positive effect on CRS students' performance.

In calculating the difference in scores between the two groups, the result, as shown in Table 4.4.4 indicates that t-calculated of 2.210 is higher than t-critical of 1.96 at df 160 indicating significant difference in performance between the two groups thereby rejecting the null hypothesis of no significant difference in performance. In questioning

the students, the teacher must be aware of the level of understanding of his learners by formulating different questions so as to create different levels of thinking in them and build their confidence and be mindful of what section to repeat before embarking on the next section. This finding was corroborated with Sadker and Sadker (1986) who opined that teachers using this delivery method must be able to formulate questions on the topic being taught based on the six levels of Blooms Taxanomy which include, knowledge, comprehension, application, analysis, synthesis and evaluation. Ordinarily when students are personally asked questions during teaching, the correct answer they give and the wrong ones being corrected by the teacher stick into their memory longer than what is being taught.

Outcome of research question 5 and hypothesis 5: Revealed that students who were taught with lesson plan and use of examples skill (experimental) performed significantly better than their counterparts who were not (control). The mean academic performances of both groups as shown in Table 4.3.5 were 67.1829 and 51.3250 by the experimental and control groups respectively. In calculating the difference in scores between the two groups, the result in Table 4.4.5 reveals that t-calculated of 5.341 is higher than t-critical of 1.96 at df 160 indicating significant difference in the performance between the two groups thereby rejecting the null hypothesis which states that there is no significant difference in the performance of CRS students taught with lesson plan and skill of use of Examples (experimental) and those taught without (control). The effect of using examples in teaching cannot be over emphasized as this simplifies teaching efforts of the teacher which helps the learners to achieve the desired objectives of the course and consequently enhance better performance. In this regard, Mann (2010) stresses that the

teacher who uses this method of delivery skill must possess comprehensive knowledge of what is being taught and thereby relating it to common examples which ultimately enhances better performance among the students. This also agrees with Shostak (1986) who noted that clever use of examples aids students who have difficulty in applying their knowledge of an idea or principle to new situations to overcome such limitations.

Outcome of research question 6 and hypothesis 6: Revealed that students who were taught with lesson plan and the use of Resource Development and Utilization delivery skill (experimental) performed better than their counterparts who were not (control). The mean academic performances of both groups as shown in Table 4.3.6 were 75.3780 and 56.3250 by the experimental and control groups respectively. In calculating the difference in performance between the two groups, Table 4.4.6 reveals that t-calculated of 6.804 is higher than t-critical of 1.96 at df 160 indicating significant difference between the two groups thereby rejecting the null hypothesis of no significant difference between experimental and control groups. The outcome of this study reveals that when a skillful teacher uses resource materials and facilities during teaching, the learners are more able to grasp the intended knowledge than ordinary conventional teaching. This finding however, agrees with Shehu (2011) who advocates that availability and utilization of resources helps teachers to clarify objectives while it helps the students to gain and retain knowledge permanently. The teacher is also expected to improvise where not available, sometimes using local materials that are common and known to the learners. Every teacher is mandated to master the use of available resources during teaching as supported by Mann (2010). This maintains the neutrality and interesting feature of the lesson plan.

Outcome of research question 7 and hypothesis 7: Revealed that male CRS students who were exposed to delivery skills (experimental) performed better than their counterparts who were not exposed (control). Their mean academic performances were 77.0667 and 53.5581 respectively as shown in Table 4.3.7. In calculating the difference in performance between the two groups, Table 4.4.7 reveal that t-calculated of 3.905 is higher than t-critical of 1.96 at df 56 indicating significant difference between the two groups as a result of the hypothesis testing thereby rejecting the null hypothesis. This implies that the male CRS students who were exposed to lesson plan and delivery skills performed better than their counterparts who were not. This finding agrees with Ughamadu (1992) and Nkom (2006) that a teacher who is skillful in lesson planning does not only reflect the various components in the plan but does so such that there will be a significant guidance for the delivery process and makes the teaching process interactive.

Outcome of research question 8 and hypothesis 8: Revealed that female students who were exposed to delivery skills (experimental) performed better than their counterparts who were not exposed (control). Their mean academic performances were 75.0000 and 59.5405 respectively as shown in Table 4.3.8. In calculating the difference in the performance between the two groups, Table 4.4.8 revealed that t-calculated of 4.599 is greater than t-critical of 1.96 at df 102 indicating significant difference between the two groups as a result of the hypothesis testing thereby rejecting the null hypothesis. This implies that the female CRS students who were exposed to lesson plan and delivery skills performed better than their counterparts who were not. This finding implies that teachers need to acquire the skills for lesson planning and delivery and manifest the skills so as to enable the students develop positive attitude toward the subjects.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter focuses on the summary of the study, conclusions, and recommendations useful suggestions for further studies

5.2 Summary

This study titled "Effects of Lesson planning and delivery skills on student's performance in Christian Religious Studies in Senior Secondary Schools in Kaduna State" sought to determine the effect of lesson planning and delivery skills on the academic performance of CRS students. A total of eight research objectives were formulated. Eight research questions were raised and eight hypotheses were also formulated. The main design adopted is the quasi experimental using pre-test and post-test design. The survey design was also adopted to gather responses from CRS teachers in their perception on the effects of using lesson planning and the five chosen delivery skills to teach CRS in Secondary Schools. The population for the study included all CRS teachers and students. However, four schools were sampled for the study from private and public schools. Consequently, a sample of 20 teachers and 162 students were used for this study. A total of 10 CRS teachers representing 50% were from public Secondary Schools while the same number 10 (50%) were from private Secondary Schools. A total of 16 CRS teachers representing 80.0% were in day schools while only 4 (20.0%) were from boarding school. This imbalance is due mainly to the few number of boarding schools. A total of 58 CRS students representing 35.8% were male students while the rest 104 representing 64.2% were female students. The difference in number was due to the

fact that one of the sampled schools is Girls' Secondary School. A total of 93 students representing 57.4% were from private schools while the remaining 69 representing 42.6% were from public schools. A total of 80 students representing 49.4% were the control group students that were not taught with lesson plan and delivery skills while the remaining 82 representing 50.6% were experimental group students that were taught with lesson plan and delivery skills. A pilot study was also conducted on 10 teachers who were not part of the main study and 25 students in Government Secondary School, Bomo. The Cronbachs Reliability Coefficient for teachers' questionnaire was 0.851 while the test-re-test reliability coefficient for the students was 0.904.

Data analyzed revealed that:-

1. The use of resource development and utilization skill motivates and arouses students' interest in the subject.

2. Effective use of communication skill influence students' positive learning.

3. The use of Questioning skill in teaching helps the students to actively participate in the lesson.

4. Set induction and the use of Example Skills help the students to achieve desired learning objectives.

5.3 Conclusions

Based on the findings from this study, the following conclusions can be drawn:

Processing appropriate and adequate delivery skills is essential for every teacher to operate. But for effective and functional use of the skills, a teacher needs to plan his lesson ahead of the time he will teach. This will help him to select the delivery mode and

skills he will use. It will also help him to decide ahead of time on the resources he would use and the manner he will use them. In essence, lesson planning is one sure way of ensuring that teachers put to maximum use the skills they acquired during training and the ones they have developed over the years.

5.4 Recommendations:

The following recommendations will improve the overall effect of lesson planning and delivery skills on the academic performance of Senior Secondary Students in both private and public Secondary Schools in Kaduna state:

1. Teachers should endeavor to prepare adequate lesson plan and utilize various delivery skills to allow students develop positive attitude towards the subject.
2. Teachers should be committed to their tasks in order to discourage students' negative attitude towards learning the subject.
3. Lesson planning and various delivery skills be incorporated into the CRS curriculum.
4. Teachers should be encouraged and permitted to attend workshops and seminars where the importance, methods of lesson planning and delivery skills are discussed.

5.5 Suggestions for further studies.

This study is by no means exhaustible; the following suggestions for further studies are hereby suggested:

1. This study focused on Giwa educational zone, similar studies can be conducted in the other parts of the country by other researchers.
2. The study concentrated on CRS as a subject, further studies can be carried out on other subject areas in schools.

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APPENDICES

APPENDIX A: QUESTIONNAIRE

TEACHERS' RESPONSES ON EXTENT OF EFFECTIVENESS OF DELIVERY SKILLS

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	10	100.0
	Excluded[a]	0	.0
	Total	10	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.851	.814	5

Item Statistics

	Mean	Std. Deviation	N
Communication delivery skill by teachers enhance better teaching and students performance	3.9000	.94868	10
using of set induction delivery skill to retain students interest in teaching enhance better performance	3.8000	.67495	10
Teacher use of question method delivery skill in his teaching enhances better learning and teaching	3.4000	.66667	10
The ability of teachers to use examples and inferences delivery skill during teaching enhances higher performance among the students	3.8000	.42164	10
The ability of teachers to use resource development/utilization delivery skill has positive influences students performance	3.7000	.51640	10

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.440	3.000	3.800	.800	1.267	.103	5

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
17.2000	3.511	1.87380	5

APPENDIX B

Students' raw scores of the two sets of tests for determining the coefficient of reliability of the test instrument

S/NO	X	Y	X^2	Y^2	XY
1	40	80	1600	6400	3200
2	20	40	400	1600	800
3	30	30	900	900	900
4	40	70	1600	4900	2800
5	40	40	1600	1600	1600
6	70	100	4900	10000	7000
7	70	80	4900	6400	5600
8	40	60	1600	3600	2400
9	90	100	8100	10000	9000
10	90	60	8100	3600	5400
11	70	80	4900	6400	5600
12	90	90	8100	8100	8100
13	70	90	4900	8100	6300
14	90	100	8100	10000	9000
15	80	90	6400	8100	7200
16	40	90	1600	8100	3600
17	50	40	2500	1600	2000
18	60	60	3600	3600	3600
19	60	80	3600	6400	4800
20	70	90	4900	8100	6300
21	60	100	3600	10000	6000
22	70	50	4900	2500	3500
23	50	70	2500	4900	3500
24	50	90	2500	8100	4500
25	80	90	6400	8100	7200
N=25	**∑X=1520**	**∑Y=1870**	**∑X2=102200**	**∑Y2=151100**	**∑XY =119900**

Note: x and y are sum of pre and post test scores for both administration of the experiment

APPENDIX (Statistics for finding reliability)

Pearson Product Moment Correlation computed for the Reliability index for the instrument used in the pilot study of the research.

The formula for Pearson Product Moment Correlation is given below:

$$R = \frac{N(\sum xy) - (x)\sum Y}{((N(X^2) - (NY^2) - (Y)^2)}$$

N=Number of respondents

X is test scores at first administration

Y is test scores at second administration

$\sum x$ is scores at first administration is summed

$\sum y$ is scores at second administration is summed

$\sum x^2$ is scores at first administration is squared and summed

$\sum Y^2$ is scores at second administration is squared and summed

$(\sum x)^2$ is scores at first administration is summed and squared

$(\sum Y)^2$ is scores at second administration is summed and squared

Where

N=25	$\sum X$=1520	$\sum Y$=1870	$\sum X2$=102200	$\sum Y2$=151100	$\sum XY$=119900

Pearson Product Moment Correlation formula is:

$$r = \frac{N(\sum xy) - \sum (x)\sum Y}{((N(\sum X^2) - (N*\sum Y^2) - (\sum Y)^2}$$

$$= \frac{25*119900-1520*1870}{25*(102200)^2-25*102200-(151100)^2}$$

=.904

r=.904

Appendix C

Schools and number of CRS Students Per Year Group

S/No	Name of School	Number of SSS1 CRS Students	Number of SSSII CRS Students	Number of SSSIII CRS Students
1.	Dr. Shehu Lawal GGSS, Giwa	15	32	27
2.	G.S.S. Bomo (Snr)	41	40	31
3.	G.G.S.S. Samaru (Snr)	65	98	53
4.	G.S.S. Jama'a Zango	06	12	12
5.	G.S.S. Basawa (Snr)	32	30	25
6.	G.S.S. Hunkuyi (Snr)	18	16	15
7.	G.S.S. Kudan (Snr)	15	15	10
8.	F.G.G.C. Basawa Road Zaria	30	27	45
9.	D.S.S. A.B.U., Zaria	150	63	153
10.	Zaria Academy, Shika	06	-	04
11.	Knowledge is Power Sec. School. Samaru	68	44	32
12.	Lifeline Academy, Samaru	30	20	49
13.	God's Time Comprehensive Sec. School, Samaru	30	31	19
14.	Inter-chapel College, Zango	28	31	26
15.	BUKS International School, Emanto	15	17	21
16.	St. Joseph Seminary Pallanda	34	40	44
	Total	**583**	**516**	**566**

Appendix D

Specimen of a Lesson Plan

Name of School	G.S.S. BOMO
Week	06
Date	13th February, 2013
Subject	Christian Religious Studies
Topic	Disobedience and Consequences
Sub-Topic	Saul's Disobedience
Reference	I Samuel 16: 14-23; 31: 1-13 and 15: 1 – 25
Class	SS I B & C
Duration	40 minutes (Single Period)
Teaching aids	Picture of different animals
Behavioural Objectives	At the end of the lesson, students should be able to: i. Say the meaning of disobedience ii. explain the idea behind Saul's action of disobedience iii. list the consequences of disobedience iv. give an account of Saul's disobedience v. draw moral lessons from the story.
Previous knowledge	The students have learnt about good and bad parental responsibility.
Introduction	The teacher introduces the lesson by asking the students questions based on the previous knowledge such as: i. Who were the two Sons of Eli? ii. Why did God punish Eli and his family? iii. Mention two of the reforms carried out by Asa iv. What is the name of King Asa's Son?
Presentation	The teacher presents the lesson using the following steps: Step 1: The teacher introduces the lesson by explaining the word "disobedience" and what the lesson entails. Step 2: The teacher appoints few students to read the selected Bible passages while the rest follow closely and attentive too. Step 3: The teacher gives explanation on the topic.

	Step 4: The teacher mentions the consequences of disobedience and moral lessons learnt from the story. Step 5: The teacher gives room to the students to ask questions.
Evaluation	The teacher asks the students questions on the topic to ascertain whether the lesson taught is understood.
Conclusion	The teacher recaps the story.
Assignment	Read I Samuel 26: 1 – 25 and II Samuel 12: 15 – 25

Appendix E

Multiple Choice Test Items

Please do not write your name:
Tick (√) the correct option.

1. .Student's serial number
2. Type of School:- Public ☐ Private ☐
3. School system:- Boarding ☐ Day ☐
4. School Location:- Rural ☐ Urban ☐
5. Sex:- Male ☐ Female ☐
6. Class:- _____

Please answer the following questions. Each question has four (4) options from A – D Circle the correct option please.

1. Saul's rejection as the king of Israel was announced by
   - A. Samuel
   - B. David
   - C. Eli
   - D. Jonathan

2. The names of Saul's children are
   - A. Jonathan, Ishbosheth and Malchishua
   - B. Ishbosheth, Malchishua and Abinadab
   - C. Abinadab, Jonathan and Malchishua
   - D. Jonathan, Ishbosheth and Abinadab

3. The main idea behind Saul's action is
   - A Hatred for the Amalekites
   - B Love for the Amalekites
   - C. Love for his Soldiers
   - D Greediness

4. The offence committed by Saul is:
   - A. Sacrifice
   - B. Disobedient
   - C. Rejection
   - D. Mental illness

5. The instrument David played whenever evil spirit tormented Saul is known as:
   A. Drum
   B. Guitar
   C. Harp
   D. Piano

6. David joined Saul's service because
   A. He was a specialist in music
   B. Saul wanted to learn
   C. He was to be the chief musician
   D. Music was believed to relieve insanity

7. When Samuel said to Saul "to obey is better than sacrifice", he meant that
   A. God has barred all sacrifices
   B. Sacrifice is acceptable only if it comes from a man who obeys God
   C. God prefers offerings to sacrifice
   D. God prefers sacrifices to obedience

8. Saul terminated his own life because
   A. He saw the dead bodes of his children
   B. God rejected him
   C. He was already wounded
   D. He did not want to rule Israel again

9. Disobedience leads to the following except
   A. Suffering
   B. Love
   C. Death
   D. Condemnation

10. The lessons that can be learnt from Saul's disobedience are the following except.
   A. One goes free from the act of disobedience
   B. Christians should be obedient to God's instruction
   C. Disobedience leads to suffering and condemnation
   D. God's plan for our lives can be distorted through disobedience.

Appendix F

TEACHERS' QUESTIONNAIRE

SECTION A:

Personal Data

The information required in this section will enable the researcher to determine the characteristics and position of the respondents.

Please, do not write your name.

1. Type of School: - Public ☐ Private ☐
2. School system: - Boarding ☐ Day ☐
3. School Location: - Rural ☐ Urban ☐
4. Sex: - Male ☐ Female ☐
5. Highest qualification:-

   Grade II ☐
   NCE ☐
   B.Ed. ☐
   M.Ed ☐
   P.G.D.E ☐
   Others (Specify) ☐

6. Teaching Experience
   1 - 5 years ☐
   6 - 10 years ☐
   11 - 15 years ☐
   16 - 20 years ☐
   21 years and above ☐

SECTION B

Please state to what extent you agree or disagree with the following statements on effectiveness of delivery skill

S/NO	ITEMS	RESPONSE CATEGORIES			
		SA	A	D	SD
1	Communication delivery skill by teachers helps learners to express their thoughts and feelings.				
2.	Use of Set Induction Delivery skill involves the learners in the learning and establishes active participation in learning activities.				
3.	Teachers' use of questioning method delivery skill in teaching enhances the achievement of stipulated behavioral objectives				
4.	The ability of teachers to use examples (skill of use of examples) in teaching, aids teaching task and facilitates understanding on the part of the learners.				
5.	The ability of teachers to use resource development/utilization delivery skill helps them clarify objectives while it helps the students to gain and retain knowledge permanently.				

Appendix G

Department of Educational Foundation
and Curriculum,
Faculty of Education,
Ahmadu Bello University,
Zaria.

11th February, 2013.

The Principal,
_____
_____
_____

A LETTER OF INTRODUCTION

I wish to introduce **Mary Funmilayo Oyedeji** with Registration Number **M.ED/EDUC/1009/09-10** to you as a student. She is undertaking a research on **"Effects of Lesson Planning and Delivery Skills on Students' Academic Performance in Senior Secondary Schools in Kaduna State"**. She is to undertake a study in your school. I therefore solicit for your co-operation and assistance in order to make her research work a success. This work is purely an academic exercise; divorced of any ulterior motives.

Thanks for your co-operation.

Yours faithfully,

Dr. A. Guga
Supervisor.