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EMERITUS AYO BANJO AT 80**

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Teachers' Frequency of Assessment, Classroom Management and Instructional Delivery as Predictors of Students' Academic Achievement in English Language and Mathematics at SSS 2 in Lagos State

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Abstract

This study examined the influence of teachers' frequency of assessment, classroom management and instructional delivery on secondary school two students' academic achievement in English Language and Mathematics. Three hundred (300) students and (24) teachers were randomly selected for the study in three educational district, six local government areas and twelve secondary schools of Lagos state. Mathematics Teachers Observation Rating Scale (MTORS) of 35 items with reliability coefficient of 0.78 was administered on selected twelve SSII Mathematics teachers and twelve English teachers while the students Mathematics and English Language Test was administered to selected 300 students of SSSII. The data collected were analyzed using multiple regression analysis at significant level of 0.05. The inter-correlation matrix showed that there is no multi-collinearity among the predictor variables. The results showed that teachers instructional delivery, frequency of assessment and classroom management on students achievement in English Language are significant ($\beta = 0.221$, $t(299) = 3.870$, $p < 0.05$), ($\beta = -0.298$, $t(299) = -3.304$, $p < 0.05$) and ($\beta = -0.901$, $t(299) = -2.853$, $p < 0.05$). Also, instructional delivery, frequency of assessment and classroom management on students achievement in Mathematics are significant ($\beta = 0.182$, $t(299) = 4.792$, $p < 0.05$),

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($\beta = -0.298$, $t(299) = -3.304$, $p < 0.05$), ($\beta = 1.919$, $t(299) = 4.946$, $p < 0.05$). It was recommended that teachers should take into consideration the instructional delivery methods they use that best suit their students' achievement especially in Mathematics and English Language for the purpose of improving their academic achievement. Frequency of assessment by teachers should be inculcated by other teachers that have not been making it their style to assess students at least once a day after each lesson to improve the quality of education. Teachers should also place more importance on management of their classroom to make sure that almost all the students in the classroom are participating.

Key words: Teachers' frequency of Assessment, Classroom management, Instructional Delivery, Academic Achievement, English Language, Mathematics.

Background to the study

The influence of teachers on the performance of students is pertinent. Teachers play significant roles in educational achievement of learners since it is the responsibilities of teachers to convert educational policies, contents of curricular, instructional materials and students' learning outcomes assessment (Afe, 2003). The teachers also help students on how to socialize and formulate good character within their environment. Adeniji (2001) noted that teachers are necessary instruments to the success of educational programmes. This is because apart from being at the implementation level of any educational policy, the realization of educational objectives also depends largely on teachers' dedication and engagement to work. Obadara (2011) emphasize that the classroom teacher is one of the main determinants of educational achievements, whose academic qualifications, relevant professional training, working experience, instructional delivery technique, mastery of the subject matter and the likes are most significant determinants of effective teaching.

The actual number of hours of instruction in a given subject and the amount of homework given to the students by the teacher is very crucial. The amount of learning received by students may depend largely on the actual time used in teaching such students. Also, the

number of homework given by teacher may have effect on students achievement in Mathematics and English language and this corroborate the study of Gregory (2000) who proposed that the time spent daily on Mathematics homework by the teachers in terms of marking and checking students homework is a significant predictor of students' achievement in that subject.

Besides homework, a number of different classroom factors tend to have negative effect on student's achievement in nearly all the school subjects especially in Mathematics and English Language (Bradley 2005). Time spent on teaching and learning of a subject is also an important issue to be considered during instructional delivery in a classroom. Meyisse and Tashakkori (1995) agreed that the number of hours of instruction and time spent on homework were found to have contradictory effect on Mathematics and English language achievement. Mullis (1996) found that the more homework assignment students were given, the lower results they achieved in Mathematics. Sedlacek (1995) found the opposite, the more homework students were given to do, the better their results. Bradford (2005) also concurred with that in his study of 9000 American students that time on homework assignment in general had a positive relationship to achievement; whilst students' time on homework was found to be significantly and positively related. Furtherance to this, studies carried out on frequency of assessment of students by the teachers were found to have positive correlation to students' performance in Mathematics and English language. Adekola (2006) also found out that students, who were given fewer tests in a term, achieved better result in Mathematics than those who write tests more frequently.

Classroom management is increasing and becoming important over the past few decades. The major reason for this is that without good classroom management, effective teaching and learning cannot and will not take place (Marzano and Marzano, 2003). Education today has taken a shift towards being focused on student successful achievement and this has caused the teachers to be held more accountable for their students' performance on both internal and external examinations. Because of this shift, teachers must be able to

curb undesired characters in the classroom and direct all students towards academic successful achievement, and without a properly managed classroom settings, this duty is nearly impossible. Classroom management has been defined in various ways. Garrett (2008) defined classroom management as a multi-faceted concept that includes the organization of the physical environment, the establishment of rules and routines, the development of effective relationships, and prevention of and response to misbehavior. Magableh and Hawamdeh (2007) termed classroom management as a dichotomous element in the classroom that can be broken down into two parts: behavioural management and instructional management. All of these definitions may differ in how they are phrased, but they still stress the major themes of classroom management. The ideas that they have in common are: creating a positive learning environment, managing students' academic activities, establishment of good human relation and long-lasting rules and regulations.

In classroom settings with active teachers who positively influence students' achievement, some researchers (Emmer, et al, 2003; Pressley, 2001) have found that classroom management was a needed component of active teaching. When classroom management is put into practice effectively, an increase in students' commitment begins, disruptive behaviours reduce, and the use of instructional time improves, all resulting in better academic achievement (Pressley, 2001). When teachers spend more time on instructions and less time with discipline, students' will yield positive achievement in their performance. In order for proper learning to take place, the features of effective teaching must be available along with the components of efficient classroom management that help teaching and students' achievement. Teaching of any subject in a classroom depends on a teacher's ability to organize the class in such a way that student academic improvement can take place. Effective classroom management begins with the proper arrangement of the physical classroom environment. Effective teachers also arrange the room with students works, decorate the classroom with the furniture to promote interaction as appropriate, and they have comfortable areas for

working (Peretomode, 1991). Emmer, Everson and Worsham (2003) emphasized four keys to good classroom arrangement, which are:

- i. Make high traffic areas to be free of congestion
- ii. Make students sit in a way that they will be seen easily by the teacher
- iii. Make necessary teaching material available and teach students with it
- iv. Be sure that students can easily see the whole class presentations and displays.

According to Emmer et al (2003), proper classroom arrangement affects the students learning process, behaviour and engagement. Effective classroom management also depends on the teaching quality, which teachers could achieve through instructional management. Effective classroom management may occur when teachers choose arousing tasks that sustain interest. When pedagogy is boring, students cannot be positive. Effective teachers will not only provide a balance of basic skills instruction and authentic learning experiences, but will also use whole group, and individual instructional methods to increase students' achievement (Pressely, 2001).

According to Arubayi (2003), several classroom instructional methods such as Group and Discussion methods may be highly associated with Mathematics and English language achievement. For instance, solving Mathematics and English language problems with moderate group of not more than thirty students in a classroom may promote effective learning which may leads to higher academic achievement of students. Also, the use of teaching materials by the teacher may be found to have a positive relationship with students' academic achievement. The differential effect of teaching strategies, use of teaching material, classroom management and instructional time were illustrated in a study of Schaub and Baker (2001) that compared more than 200 classes in America as well as more than 200 in Japan. The study concluded that Japanese teachers organized their classes and their time in an optimal way which allows them to be less restricted by the level of their incoming students' knowledge and ability.

On the other hand, a number of theories on the teaching and learning of language abound. For instance, Zahorik (1986) identified the relationship between theories of language teaching and teaching skills. He predicated language teaching as evolving three main factors of science-research conceptions, theory-philosophy conceptions and Art-craft conceptions. While Modules (2016), sees language teaching from four perspectives of structurally linguistics, cognitive, affective/interpersonal and function on which the following approaches to language teaching are based:

Grammar-translation approach

Direct Approach

Reading Approach

Audio-lingual Approach

Communicative Approach

English language teaching encompasses listening skills, speaking skills and reading skills. To teach these skills, different methods are employed, such as grammar translation, direct method, audio-lingual and other humanistic approach of different methods of language teaching and communicative process (Modules 2016).

Clements and Battista (1990) in their opinion of theory of Mathematics teaching and learning, argued that many of the traditional Mathematics teaching and curricula are predicated on transmission, or absorption which hold that learners personally absorbs Mathematics structure developed by some other people and documented in textbooks. However Clements and Battista maintained that traditional Mathematics teaching and learning is a sharp contrast to constructivism theory which holds:

1. that "knowledge" is constructed by the learner and "not passively received"
2. learners generate new Mathematics knowledge by reflecting on their physical and mental actions.
3. there is no true "reality" except "individual interpretations of the world".

4. "Learning" is a social action in which learners mature to "intellectual of the world around them" Burner (1986).
5. "Set Mathematical methods" affect the reasoning faculty of learners.

However, there are different approaches to the teaching of Mathematics, for instance, Tangyokechoo (2011) explained six approaches which may facilitate the teaching and learning of Mathematics, as follow:

1. **Cooperative learning:** This entails the assigning of students to groups for Mathematical activities under the guidance of a teacher.
2. **Contextual learning:** In this approach, teacher allows learner to process the new knowledge confronting them in Mathematics in relation to their memory store and practical life experience
3. **Mastery learning:** This is an approach in which the teacher breaks down the Mathematics curriculum contents into small units for easy comprehension and mastery, with the teacher ensuring that all the learners master a unit already taught before introducing another. The teacher also carries out remedial activities for the learners.
4. **Constructivism learning:** This entails learners constructing their own knowledge by testing ideas and approaches based on their prior knowledge and ideas. The teacher also assist learner in explaining concepts in connection to their previous experiences.
5. **Self-access learning:** This involves learner's acquisition of Mathematics learning materials, knowledge and skills on their own. Under this approach teachers provide pupils with learning skills for self access learning.
6. **Future studies:** This approach encourages teachers leading pupils to comprehend vital Mathematical issues, problems and opportunities learner may face by teaching learners skills needed for future Mathematical tasks. Teachers provide learners with the skills for thinking on their own as life-long learners.

Statement of the Problem

For some years back, the results of students in mathematics and English language which are compulsory subjects in which students must have at least credit pass have not been encouraging. This might be due to many factors which have their root in the nature of the subject matter and also in the students' foundation for mathematics and English language. Several studies have been carried out on what is affecting the students' performance in Mathematics and English language but little research studies have been done on how the combination of teachers' frequency of Assessment, classroom management and instructional delivery affect the student's performance in Mathematics and English language.

It is therefore essential to tackle research work in Mathematics and English language towards providing solutions to the causes of students' failure in the subjects. This study therefore examined how teachers' frequency of assessment, classroom management and instructional delivery predict students' achievement in English language and in solving mathematics word problem.

Research Questions

1. What type of relationship exists between teachers' frequency of assessment, classroom management, instructional delivery and students' achievement in
 - (a) English language and
 - (b) Mathematics?
2. What is the composite relationship among teachers' frequency of assessment, classroom management and instructional delivery on students' academic achievement in
 - (a) English Language and
 - (b) Mathematics?
3. What is the relative relationship among teachers' frequency of assessment classroom management and instructional delivery on students' academic achievement in

- (c) English Language and
- (d) Mathematics?

4. Which of the predictor variables best predict students' academic achievement in

- (e) English Language and
- (f) Mathematics?

Methodology

The study adopted descriptive research design of survey type. The target population for the study is made up of senior secondary school two students and their teachers in Lagos State. The sample for the study consisted of 300 senior secondary school students (SSS II) and 12 teachers of English Language and twelve teachers of Mathematics, three educational district, six local government areas and twelve secondary schools. The samples were selected using multistage sampling technique. In stage one, names and numbers of public secondary schools in the six local government areas were obtained from the ministry of education. In stage two, two public secondary schools were randomly selected from each local government to make a total of 12 secondary schools for the study, using simple random sampling technique. In stage three, 25 secondary school students were selected from each school to make a total of 324 samples with their teachers for the study, using simple random technique. Four instruments were developed by the researchers to collect data. The first instrument was titled Mathematics Teachers Observation Rating Scale (MTORS), the second instrument was titled English Language Teachers Observation Rating Scale (ETORS), the third instrument was titled Mathematics Achievement Test (MAT) and the fourth instrument was titled English Language Achievement Test (EAT). The first and second instruments (Mathematics Teachers Observation Rating Scale and English Language Observation Rating Scale) were subjected to Kuder Richardson 21 (KR-21) and they gave reliability coefficient of 0.76 and 0.71. The third and fourth instruments were trial tested by administering it to 100 students who did not form part of the study. The psychometric property was

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determined by Kuder Richardson 20 (KR-20) and this gave a value of 0.78 and 0.83.

Results

Research question 1a: What type of relationship exists between teachers' frequency of assessment, classroom management, instructional delivery and students' achievement in English language?

Table 1a: Correlation Matrix, Mean and Standard Deviation of teacher frequency of assessment, classroom management, instructional delivery and English Language

Var	EAT	TFA	CM	ID
EAT	1.000			
TFA	.105	1.000		
CM	.137	.931	1.000	
ID	.044	.797	.930	1.000
Mean	24.18	4.74	21.03	58.16
SD	7.80	2.03	3.68	9.60

Table 1 showed that there is no multicollinearity among the variables. The results revealed that the respondents had a mean of 24.18 in English language with a standard deviation of 7.80, a mean of 4.74 in Teachers' frequency of assessment with a standard deviation of 2.03 and a mean of 21.03 in classroom management with a standard deviation of 3.68 which is lower than that of English language while instructional delivery has a mean of 58.16 with a standard deviation of 9.60 which is higher than English language. Also, it was revealed that there is a positive relationship among the predictor variables with mathematics.

Research Question 2a: What is the relative relationship among teachers' frequency of assessment, classroom management and instructional delivery on students' academic achievement in English Language?

Table 2a

Coefficients'

Model	Unstandardized Coefficients	Standardized t Coefficients	Sig.
-------	-----------------------------	-----------------------------	------

	B	Std. Error	Beta		
(Constant)	8.167	4.416		1.849	.065
Teachers' frequency of assessment	-2.532	.667	-.662	-	.000
Classroom management	3.487	.608	1.646	5.738	.000
Instructional delivery	-.779	.141	-.959	-	.000
				5.528	

a. Dependent Variable: English Language

Table 2a shows that all the three predictor variables, frequency of assessment ($= -.779$, $t(299) = -5.528$, $p < 0.05$), classroom management ($= 3.487$, $t(299) = 5.738$, $p < 0.05$), and Instructional delivery ($= -0.221$, $t(299) = 3.870$, $p < 0.05$) have significant relative contribution to Students' achievement in English Language.

Research Question 3a: What is the composite relationship among teachers' frequency of assessment classroom management and instructional delivery on students' academic achievement in English Language?

Table 3ai

Model Summary

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.338 ^a	.114	.105	7.377

a. Predictors: (Constant), Instructional delivery, Teachers' frequency of assessment, Class management

From table 3ai: The multiple regression $R = 0.338$ shows that the relationship between the predictor variables (Teachers' frequency of assessment, classroom management and instructional delivery) and the criterion variable (Students' achievement in English Language) is low and positive. The adj R square (R^2_{adj}) = 0.105 shows that the model account for 10.5% of variance in Students'

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Table 3a:ii
ANOVA*

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	2073.792	3	691.264	12.702	.000 ^a
Residual	16108.488	296	54.421		
Total	18182.280	299			

a. Dependent Variable: English language

b. Predictors: (Constant), Instructional delivery, teachers' frequency of assessment, Class management

Table 3a:ii Shows that the overall model of the predictor variables (Teachers' frequency of assessment, classroom management and instructional delivery) significantly predict Students' achievement in English Language $F_{(3, 296)} = 12.702$, $P < 0.05$. This means that the relationship is linear and therefore models significantly predict the Dependent Variable (Students' achievement in English Language). This is a sign that the test of significance of the model using an ANOVA, there are 300 (N-1) total degrees of freedom. With three predictors, the Regression effect has three degrees of freedom. The Regression effect is statistically significant signifying that prediction of the dependent variable is not by accident.

Research Question 4a: Which of the predictor variables best predict students' academic achievement in English Language?

Table 2a clearly indicates that all the three predictor variables, frequency of assessment ($\beta = -0.779$, $t(299) = -5.528$, $p < 0.05$), classroom management ($\beta = 3.487$, $t(299) = 5.738$, $p < 0.05$), and Instructional delivery ($\beta = 0.221$, $t(299) =$

3.870, $p < 0.05$) best predicts students' achievement in English Language. Hence, it is statistically significant.

Research Question 1b: What type of relationship exists between teachers' frequency of assessment, classroom management, instructional delivery and students' achievement in Mathematics?

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Table 1b: Correlation Matrix, Mean and Standard Deviation of teacher frequency of assessment, classroom management, instructional delivery and Mathematics

Var	MAT	TFA	CM	ID
MAT	1.000			
TFA	-.109	1.000		
CM	-.127	.931	1.000	
ID	-.235	.797	.930	1.000
Mean	10.22	4.74	21.03	58.16
SD	5.06	2.04	3.68	9.60

Note: ID = Instructional Delivery; CM = Classroom Management; FA = Frequency of Assessment; MAT = Mathematics Achievement Test

Table 1 showed that there is no multicollinearity among the variables. The results revealed that the respondents had a mean of 10.22 in Mathematics with a standard deviation of 5.06, a mean of 4.74 in Teachers' frequency of assessment with a standard deviation of 2.04 and a mean of 21.03 in classroom management with a standard deviation of 3.68 which is lower than that of Mathematics while instructional delivery has a mean value of 58.16 with a standard deviation of 9.60 which is higher than Mathematics. Also, it was revealed that there is a negative relationship among the predictor variables with mathematics.

Research Question 2b: What is the relative relationship among teachers' frequency of assessment, classroom management and instructional delivery on students' academic achievement in Mathematics?

Table 2b
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta		
(Constant)	10.404	2.819		3.691	.000
Teachers' frequency of assessment	-1.265	.426	-.510	2.972	.003
1 Class management	1.919	.388	1.395	4.946	.000
Instructional delivery	-.594	.090	-1.126	6.601	.000

a. Dependent Variable: MAT

Table 2b shows that all the three predictor variables, Instructional delivery ($\beta = -0.594$, $t(299) = -6.601$, $p < 0.05$), classroom management ($\beta = 1.919$, $t(299) = 4.946$, $p < 0.05$) have significant relative contribution to Students' achievement in mathematics followed by frequency of assessment ($\beta = -1.265$, $t(299) = -2.972$, $p < 0.05$).

Research Question 3b: What is the composite relationship among teachers' frequency of assessment classroom management and instructional delivery on students' academic achievement in Mathematics?

Table 3b

Model Summary

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.378 ^a	.143	.134	4.708

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a. Predictors: (Constant), Instructional delivery, How often does the teacher assess the students, Class management

From table 3bi: The multiple regression $R = 0.378$ shows that the relationship between the predictor variables (Teachers' frequency of assessment, classroom management and instructional delivery) and the criterion variable (Students' achievement in Mathematics) is low and positive. The adj R square (R^2 adj.) = 0.134 shows that the model account for 13.4% of variance in Students' achievement in Mathematics. This means that 13.4% of the total variance in Students' achievement in Mathematics is accounted for by the predictor variables (teachers' frequency of assessment, classroom management and instructional delivery).

Table 3bii
ANOVA*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1094.689	3	364.896	16.459	.000 ^a
	Residual	6562.227	296	22.170		
	Total	7656.917	299			

a. Dependent Variable: MAT

b. Predictors: (Constant), Instructional delivery, Teachers' frequency of assessment, Class management

Table 3bii Shows that the overall model of the predictor variables (Teachers' frequency of assessment, classroom management and instructional delivery) significantly predict Students' achievement in English Language $F_{(3, 296)} = 16.459$, $P < 0.05$. This implies that the relationship is linear and therefore models significantly predict the Dependent Variable (Students' achievement in Mathematics). This is an evidence that the test of significance of the model using ANOVA. There are 300 (N-1) total degrees of freedom. With three predictors, the Regression effect has three degrees of freedom. The Regression effect is statistically significant showing that forecast of the dependent variable is not by chance but well planned.

Research Question 3a: Which of the predictor variables best predict students' academic achievement in Mathematics?

Table 2a clearly indicates that all the three variables; Instructional delivery ($\beta = -0.594$, $t(299) = -6.601$, $p < 0.05$), classroom management ($\beta = 1.919$, $t(299) = 4.946$, $p < 0.05$) and frequency of assessment ($\beta = -1.265$, $t(299) = -2.972$, $p < 0.05$) best predict students' achievement in Mathematics. Hence, it is statistically significant.

Discussion

From the results, it is clear that frequency of assessment, classroom management and instructional delivery significantly predict students' achievement in English language and Mathematics. This finding, for instance demonstrates that with frequent assessments, appropriate classroom management and effective instructional delivery in the classroom, learners are likely to excel in their academic responsibilities. For instance Bloom (1971) is of the opinion that formative testing has diagnostic function that brings about corrective feedback to teachers and to students. Bloom of course emphasizes the effectiveness of assessment, but it is known that many classroom practitioners lack adequate knowledge of assessment.

On the other hand, instructional delivery by teachers in the classroom is an area which tends to have been affected by many variables such as employment of untrained teachers, inadequate in-service training for teachers, current socio-economic problems resulting in unpaid salaries and a host of other factors. This finding supports Kleinhenz and Ingvarson (2004) studies who claimed that teachers expertise could result in improved students' academic achievement. The finding on instructional delivery also concurs with Gallagher (2002) who found that teachers require a varieties of proficiencies in the quest for enhanced students' academic performance. Furthermore, the finding also, lends credence to the studies of Olatoye (2006), Okigbo and Okeke (2011), Owocye (2000) and Ezeasor (2003), all of who affirmed that instructional delivery strategies adopted by teachers positively and significantly influenced students' achievement in nearly all school subjects, including English language and Mathematics.

The findings on effectiveness of classroom management agrees with Lieberman (2000) who claimed that a teacher is a "modifier" of

behaviour and "classroom environment". Although Tella (2008) found effective classroom management not consistently related to students' achievement in mathematics and English language, but in practice, it is known that effective classroom management is essential in teaching and learning because it goes a long way to enhancing learning.

Furthermore, the abilities of some teachers to effectively carry out the assessment of their students learning have remained contentious in the light of students' poor performance in internal and external examinations. In this vein, Djihadi (2010) claimed that "assessment for learning" could be made "part of effective planning of teaching and learning." However, the findings of Monyana (1996) negates the finding of this study regarding the significant prediction of teachers' frequency of assessment to enhancing students performance. Rather, Monyana (1996) claimed that students who write fewer tests perhaps, not more than once in a term, achieved better results than those students who write tests more frequently. This is however contestable because it seems abnormal for little or no assessment to generate improved performance than regular effective assessment, which in the teaching and learning palace, is expected to result in improved academic performance.

Conclusion and Recommendation

The findings arising from this study may revive some new thinking about the need to take a closer look at teachers' frequency of assessment, classroom management and instructional delivery on students' achievement in Mathematics and English Language among the students in secondary schools. Teachers' frequency of assessment, classroom management and instructional delivery significantly predict students academic achievement in English language while classroom management and instructional delivery significantly best predict students achievement in Mathematics.

Based on the discoveries from this study, the followings are recommended:

1. Teachers should be exposed to more in-service training on instructional delivery, classroom management and assessment procedure.
2. Effort should be made by the government to employ trained teachers to enhance students' assessment and instructional delivery
3. Teachers should also place more importance on management of their classroom and effective instructional delivery to improve their students learning outcomes.

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