

SCHOOL SOCIAL FACTORS IN EFFECTIVE INSTRUCTIONAL DELIVERY OF PRIMARY SCHOOL CURRICULUM IN NIGERIA

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ABSTRACT

Instructional delivery is a critical aspect of curriculum implementation. It deals with the process and manner of communicating the subject matter of any school subject or an area of study to the learners. The extent to which the learners grasp the ideas, concept, theory or any component of instruction is determined to a large extent by the way it is communicated by the teacher. Teacher's instructional delivery process is usually influenced by many factors. This paper exposes the relevance of school climate as one of the major determinants of the success or failure in instructional delivery. It draws special focus on the social or community climate which deals with the interpersonal relationship among key players in the school system such as school administrators, learners, support staff, teachers and other stakeholders as they relate to the teacher to enhance effective instructional delivery. The paper points out among others harmonious relationship, respect for the worth of the teacher, teacher's motivation, recognizing students' role in class, attention, recognition of uniqueness of individuals as critical social factors that create a favourable environment for effective instructional delivery. The paper concludes that although the teacher is directly involved in instructional delivery, the actions or inactions of other members of the school community can affect his operations, and that job satisfaction and overall attainment of educational goals are products of conducive community climate. It was recommended that educational policies, administrative leadership, school rules and regulations among others should be tailored towards enhancing strong bond among players in the school system.

INTRODUCTION

The overall purpose of education is to make the learner relevant to himself and the society he belongs. With the necessary knowledge, skills and attitude, the learner who is educated can fend for himself and contribute meaningfully to the development of the society. To prepare the learners for this functional living, the National Policy on Education specifies that the quality of instruction shall be oriented towards inculcating the following values:

- a. respect for the worth and dignity of the individual;
- b. faith in man's ability to make rational decisions;
- c. moral and spiritual principles in inter-personal and human relations;
- d. shared responsibility for the common good of society;
- e. promotion of the physical, emotional and psychological development of all children; and
- f. acquisition of functional skills and competencies necessary for self-reliance.(Federal Republic of Nigeria, 2014).

The school as an agent of socialization has the mandate to bring these laudable educational values to reality using available instruments. The curriculum is the mechanism or instrument by which this general goals of education are attained. The school is therefore equip with the necessary human and material resources to facilitate the attainment of the goals of education. One of the indispensable human resources in the school in particular and the educational system in general is the teacher.

There are certain roles that make the teacher thick. The teacher has very critical roles in harnessing other factors in the school to ensure that the specific objectives which culminate in the attainment of set goals are accomplished. Among other key functions of the teacher is teaching or instruction. The teacher selects the learning area to be taught, sets criteria for success, informs students of criteria ahead of lesson, demonstrates to the students successful use of the knowledge/skills through modelling, evaluates students acquisition, provides remedial opportunities for acquiring the knowledge/skills, if necessary and provides closure at the end of the lesson (Knight, 2012). Equip with professional training and availability of relevant instructional resources, the teacher is expected to deliver instruction effectively to the learners. However, the teacher requires conducive environment to operates maximally.

Conducive working environment falls within the general confine or concept of organizational climate. Organizational climate defines the the tone of the school. It is a complex concept covering school safety, community climate or social interpersonal relationship, teaching and learning, etc. The scope of this paper singles out the social component of organizational climate for interrogation with the view to establish its impact on teacher's instructional delivery.

Instructional delivery is a critical aspect of curriculum implementation. It is concerned with the process of communicating the subject matter of any school subject or an area of study to the learners. According to Adom, Hussein and Agyem (2018) instructional delivery may be regarded as the interaction between a teacher, a student, content, and specific knowledge and skills necessary for a student in collaboration with others. It involves a teacher's application of

instructional strategies to interact and communicate with students concerning academic content and support their engagement. The essence of instructional delivery is to ensure that the goals of instruction is achieved. To attain this, the process of delivery needs to be effective so that curriculum content is mastered.

The extent to which the learners understand the ideas, concept, theory or any component of instruction is determine to a large extent by the way it is delivered. Some factors usually determine effective instructional delivery. Some of them include deployment of technology, teachers' proficiency, learning environment, school social environment or organizational climate, time management, classroom management, etc.

The School although with academic focus is a social environment. It requires the harmonious interaction among teachers, teachers and school heads, teachers and learners as well as other supportive staff. This brings to perspective the relevance of the discourse on the social factors as importance issue in effective instructional delivery. This paper posits that despite the quality of curriculum planned, the sophistication of technology deployed in teaching and learning, the proficiency of the teacher with all known strategies of instruction, the school climate especially the relationship that exist among the human and material components of the school system is vital for effective instructional delivery in primary school.

The concept of instructional delivery

The school serves as a medium through which the values and aspirations of the society is transmitted from one generation to another. These values and aspirations constitute the knowledge, skills and attitudes the school propagates. The curriculum is used to articulate clearly in an organized manner the intended purpose of what the school wants to achieve, the content to be covered to attain the set goals, the strategies of instruction and the process of evaluation for feedback. This curriculum is then communicated to the learners through the process of instruction. Lukman (2021) defines instructional delivery as every effort that the teacher makes in order to have a fruitful time with the students by exposing the contents, employing methods, strategies, the pupils interaction with the environment, resources available and even the evaluation process. The author concluded that when a teacher consciously utilizes his training, knowledge, skills and value and relays it in order to change the behavioral position of the learner, he is carrying out instructional delivery. Therefore, instructional delivery is strategic in curriculum implementation. The curriculum remains a paper work until it is implemented through instructional delivery. Kids friendly (2014) considers instructional delivery as the interaction among the student, the teacher, the content, and the knowledge/skills/dispositions students will need for learning and collaborating with others in a diverse society and rapidly changing world. The process of instructional delivery involves applying a repertoire of instructional strategies to communicate and interact with students around academic content, and to support student engagement.

The role of the teacher in instructional delivery

The teacher is the key implemter of the curriculum. No matter how well planned a curriculum

may be with all the modern technology, the teacher's role in facilitating the learning process can not be over emphasised. Gupta (2023) observed that teachers bring their expertise, experience, and knowledge of their students to shape the curriculum. They provide valuable input in identifying learning objectives, selecting content, and designing appropriate instructional strategies for their students. They implement the curriculum in the classroom, utilizing their instructional skills to deliver lessons, facilitate discussions, and assess student progress. Teachers bridge the curriculum with the students, translating it into meaningful learning experiences and fostering a positive and supportive learning environment. The teacher's role is crucial in ensuring that the curriculum is effectively implemented, meets the needs of the students, and supports their overall learning and development.

The teacher selects the learning area to be taught, sets criteria for success, informs students of criteria ahead of lesson, demonstrates to the students successful use of the knowledge/skills through modelling, evaluates students acquisition, provides remedial opportunities for acquiring the knowledge/skills, if necessary and provides closure at the end of the lesson (Knight, 2012). Teachers are essential pillars of the educational system of any nation. They are the nation builders. To carryout this important task they have to be socially, mentally, economically and physically balanced. It is only then can they provide an effective teaching and make way for effective learning.

The social nature of the school system, the relevance of positive social school climate on instructional delivery in primary school.

The school like any other system is made up of different but interwoven components of human and material resources knitted together for effective results. It comprised the headteacher as the school manager, the teachers as instructors, the guidance counsellor, the supportive staff, the learners, the parents and the instructional materials. All these interrelated components interact in harmonious manner to achieve the set goals of the school. The quality of relationships between members of a school (teachers, students, and administrators) have influence on the teachers' behavior and achievement. Wikipedia (2024) identified four key areas of school social climate namely relationship, connectedness, respect for diversity and community partnership. Relationship refers to the quality and consistency of relationships among members of the school community. This is influenced by collaboration, care for each other, support, trust and respect. Connectedness is concerned with the feelings of being accepted, attachment and [belonging](#) towards the school. Respect for diversity is concerned with equity and equality in dealing with members of the school irrespective of cultural, [religious affiliation](#), ethnicity, [sexual orientation](#) or gender. Community partnership as a school social factor deals the involvement community members especially parents in school events and building harmonious relationship teachers, school head and other staff. These four factors impart on instructional delivery directly or indirectly. For instance the atmosphere of care, respect for one another irrespective of differences, collaboration improves emotional intelligence, build confidence, increase motivation and effectiveness that are necessary ingredients for effective instructional delivery.

Haynes, Emmons and Ben-Avie (1997) generated a list of ingredients of a healthy and supportive

school climate. This list includes student motivation, collaborative decision making, equity and fairness, order and discipline, parent involvement, and positive school community relations. Other features of a positive climate focus on the staff: their dedication to student learning, their expectations, and the principal's leadership. Characteristics of the school building and resources are also factors in climate, as are relationships among students and between students and staff.

American Association of School Administrators (AASA) as cited in Sweeney (1988:1) identifies the following attributes of a good school climate: 'a supporting, stimulating environment, student-centered, positive expectations, feedback, rewards, a sense of family, closeness to parents and community, communication, achievement, trust. Schools with the characteristics as identified by these authors have far reaching effects on the instructional process. A positive school climate helps people feel socially, emotionally and physically safe in schools (wikipedia, 2024).

According to Anderson (1982) research in school climate evolved out of organizational climate. Organizational climate was originally focused on business productivity of workers based on the situations or environmental influences. Organizational climate is the formal system of task and reporting relationships that controls, coordinates, and motivates employees so that they cooperate to achieve an organization's goals. This includes the leadership focus, authority and responsibility, resource policies and planning deployment or implementation.

The concept of school climate was later derived and applied in education to reflect the behaviour of teachers and principals as perceived by the teachers (Halpin and Croft in Haynes, Emmons and Ben-Avie, 1997). Early researches in school climate was basically on influences of tangible resources such as teachers' years of experience and instructional materials on productivity. The concept has evolved over time to refer to the quality and character of school life. It has been described as "the heart and soul of the school ... that essence of a school that leads a child, a teacher, and an administrator to love the school and to look forward to being there each school day" (wikipedia, 2024:1). WiseGeek (nd) considered organizational behaviour in education to include the structure of the school, the process by which the school gauges performance, and how an educational institution responds to change. According to the source, creating a culture in an educational organization is an involved process — the result of principal leadership, teacher attitudes, student behavior, parental involvement, and the level of community activism.

Babu and Kumari, (2013) noted that as for schools, climate is a necessary link between organizational climate and teacher attitude and behavior. The formal characteristics of schools have an important influence on the way in which teachers perceive the climate. Clearly, climate represents a composite of the mediating variables that intervene between the climate of an organization and the style and other characteristics of leaders and teacher performance, effectiveness and satisfaction.

The importance of the organizational climate to teachers' effectiveness is relevant to a high degree, since it is indicative of how well the teacher manages to realize his/her full potential. High-performance organizations tend to make optimal use of everyone's capabilities. Thus,

organizational climate definitely affects the teacher's performance in school. It will affect their motivation and dedication at work, job satisfaction and efficacy. In an organization with a high extent of humanistic relationship, collegiality, and participation, the teaching effectiveness is high, triggering a higher success of education too (Babu and Kumari,, 2013)

For effective and successful operations in the system, there must be conducive working environment. The school head needs the collaboration of teachers, supportive staff and learners for the effective administration of the school, the teachers need the cooperation of fellow teachers and students and a conducive working environment which is generated by the leadership styles of the school administrator to function optimally. The learners on the other hand require favourable and friendly social and physical learning environment which is facilitated by the school head and teachers for good performance. In addition, the interaction among learners is a vital ingredient for the attainment of education objectives. A favourable working environment need be created for the teacher through harmonious relationship, respect for the worth of the teacher, teacher's motivation, adequate attention, recognition of uniqueness of each teacher. These are critical social factors that create favourable environment for effective instructional delivery.

The way a climate or culture is designed or evolves over time affects the way people and groups behave within the organization. The organizational climate affects the people's processes and decisions, behavior and motivation, teamwork and cooperation, social relationships and rewards of good performances (Babu and Kumari, 2013). The task of an administrator is to create an organizational structure and culture that encourages employees to work hard and to develop supportive work attitudes and allows people and groups to cooperate and work together effectively.

Likely administrative behaviours of the school head that can influence teachers' commitment to instructional delivery include providing strong support, paying attention to personal welfare of the teachers, respect for the teachers, delegating responsibilities, sharing opinion with teachers, engaging them in decision making, implementing collective decision. This position is stressed by Manla (2021) who noted that it is true that instruction and curriculum are important but neither can be effective unless school climate is centered on respect, clear expectation, personal responsibilities and recognition. A school climate that supports collaboration and teachers participation in decision making is most strongly related to higher morale, commitment to teaching.

Interpersonal relationship among fellow teachers can also either mar or help create favourable social climate for effective teaching. Collaboration, mentoring, friendly dispositions, demonstration of trust among colleagues can foster social environment capable of enhancing effective teaching and learning. Noori, Said, Orfan and Ani (2024) in a study on school climate and teachers' job satisfaction established a statistically significant positive correlation between school climate and teachers' job satisfaction. The authors concluded that a healthy and positive school climate facilitates effective teaching and necessitates a high-quality learning environment.

In addition to emphasis on teacher/ school head and teacher/teacher relationship in creating social working environment, it is important to stress the place of teacher/ learner relationship in successful instructional delivery According to Ekundayo, Omodan, and Omodan, (2018) a positive relationship between student and teacher in the classroom is in efforts to gain trust and respect from each other. This relationship may consist of getting to know the students better, providing choice and encouraging the students to become stronger learners every day. By doing this, teachers are showing respect to their students, valuing their individuality and being polite. Having a positive relationship with students helps them become more successful in the classroom as well as makes the classroom a safe and welcoming environment for all. This according to the authors can be achieved through

1. making it apparent that the teacher cares about the students
2. by listening to your students, this can be done by hearing their opinions, taking into account their interests, and by learning each student's unique learning styles
3. develop mutual trust with your students,
4. be respectful and fair with each and everyone of your students

Equally, Tucker, (2021) cited in Coristine, Russo, Fitzmorris, Beninato and Rivolta (2022) is of the opinion that to facilitate effective instructional delivery and obtain desired goals, the author recommends that when possible, teachers should treat each student as an individual who deserves one-on-one attention and specialized, concentrated education. Tucker also noted that in addition, a poor student-teacher relationship will develop if the educator's main or only priority in the classroom is academics. To address this hindrance, in addition to academics, students need to feel cared for and have the chance to feel strong emotions.

When these are achieved, learners disruptive behaviours, lack of interest and possible conflict that may impact negatively on teachers instructional roles is curtailed or eliminated, thereby making teaching and learning effective.

The instructional delivery process itself is also generally interactive in nature, making it a social activity. Effective classroom instruction involves series of interactions between the teacher and the learners with the motive of modifying their behaviours positively. According to Lukman (2021) instructional delivery is a deliberate interface between the learner and the learning activities, therefore, it is from this interaction process that learning actually takes place. This interface is the implementation stage of the curriculum. Here, the teacher, the learner and the learning activities are on stage. The teacher who is the leader on this stage is free at this point to modify the plan of action based on the reaction of the learners to the learning activities in order to promote learning and improve academic performance. In all these perspectives of social interactions, one factor is key for effective result. The interaction must be cordial, friendly and in the atmosphere of understanding.

Conclusion

There are four dimensions of school climate that affect the working of the school system. They are safety, teaching and learning (*academic climate*), relationships or [community climate](#), and the

environment, the harmonizing factor is the relationship that exist among persons harnessing the resources. These dimensions need to be effective to produce holistic result. For the teacher to be effective in instructional delivery, he needs collaboration, team work, co-operation and trust from colleagues. There should be cordial relationship between the school administrator and the teacher, demonstrated through mutual partnership, involvement in decision making, mutual respect, delegation of responsibility, etc. The working environment should be devoid of learners' disruptive behaviour and conflicts that are capable of frustrating teachers efforts during instruction. Educational policies, administrative leadership, school rules and regulations among others should be tailored towards enhancing strong bond among players in the school system. Babu and Kumari (2013) stressed that a certain amount of autonomy should be provided so that the teacher should be able to meet the diverse needs of children. The teacher should not only receive orders, but his views and ideas should also be heard by his superiors and colleagues, who often take decisions that affect the immediate organizational climate in the institution. The teachers and the head must share a relationship based on equality and mutual respect to create a better and positive organizational climate. The decision making must be on the basis of dialogue and discussion. There is a need to encourage an atmosphere that facilitates collaborative efforts among teachers. Therefore it can be said that, in any organization where there is a conducive environment or climate, teachers excel.

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Fraser (1999) proposes a general framework for school climate improvement. First, a school should assess its current climate using an instrument that fits the needs of their school and assesses both student and teacher perceptions of climate. Next, the data from the assessment should be used to give feedback to the staff of a school and to develop interventions to change targeted areas. After the interventions are in place, the same instrument should be used to reassess the climate of the school and see if any change has occurred

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