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INTERNAL MECHANISMS OF TEACHERS' CAPACITY BUILDING FOR EFFECTIVE CLASSROOM DELIVERY IN PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE

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ABSTRACT

This study investigated internal mechanisms of teacher capacity building for effective classroom delivery in public senior secondary schools in Rivers State. Four research questions and four null hypotheses were used for the study. A Descriptive Survey Research Design was used for the study. The population of this study comprised 6,893 teachers in public senior secondary schools in Rivers State. A Stratified random sampling technique was used for the study. The research instrument that was used in this study was a 20 items self-structured questionnaire titled: Internal Mechanisms of Teacher Capacity Building For Effective Classroom Delivery Questionnaire (IMTCBEDQ). A 4-point modified Likert rating scale was used, in the form of; Strongly Agree (SA)=4, Agree (A)=3, Disagree(D)=2 and Strongly Disagree (SD)=1. The instruments were validated and reliability index was determined by the use of Cronbach alpha reliability statistics tool which yielded .820. The statistical tools used for answering the research questions was mean and standard deviation; while t-test was used to test the null hypotheses at 0.05 level of significance. The findings of the study showed that; professional development programs, Continuous reflective practices, feedback and evaluation mechanisms and collaborative school communities are the internal mechanisms of teacher capacity building that enhance effective classroom delivery in public senior secondary schools in Rivers State. Based on the findings, the study therefore concluded that the internal mechanisms of teachers' capacity building are very pivotal for enhancing effective classroom delivery in secondary schools. The study therefore recommended that teachers should embrace ongoing professional development programs to stay informed about the latest educational practices, technology, and pedagogical advancements. Also, teachers should prioritize reflective practices to cultivate a habit of self-reflection to assess and refine teaching methods, adapting them to the evolving needs of students.

Keywords: Internal Mechanisms, Teacher Capacity Building, Effective, Classroom, Delivery, Public, Senior, Secondary Schools, Rivers State.

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BACKGROUND TO THE STUDY

In the journey of education, teachers serve as architects of knowledge, shaping the intellectual landscapes of countless minds within the hallowed walls of classrooms. Teachers' capacity building stands as a cornerstone in the ongoing quest for educational excellence, aiming to empower educators with the knowledge, skills, and attitudes necessary for effective classroom delivery. In the landscape of education, where classrooms are microunits of diverse learners and evolving pedagogical approaches, the significance of enhancing teachers' capacities cannot be overstated. This process goes beyond the traditional model of imparting knowledge; it is a holistic endeavor that encompasses professional development, continual learning, and adaptation to the ever-changing demands of modern education (Agi, 2017).

Effective classroom delivery is a multifaceted goal that extends beyond the mere transmission of information. It involves creating an inclusive, engaging, and stimulating learning environment where students can thrive academically and personally (Borko, 2004). The teacher, as the focal point of this educational ecosystem, plays a pivotal role in shaping the trajectory of students' learning experiences. Recognizing this pivotal role, teacher capacity building tends to fortify educators with a diverse set of tools – pedagogical, technological, and socio-emotional – that are indispensable for navigating the complexities of contemporary classrooms (Hargreaves & Fullan, 2012).

Teacher capacity building begins with a distinctive understanding of the challenges inherent in the educational system. Rivers State public senior secondary schools in particular, operate within a unique context characterized by diverse student populations, resource constraints, and evolving curricular expectations. Consequently, a tailored and contextually relevant approach to capacity building becomes imperative to address the distinctive needs of teachers in these settings. Teacher capacity building refers to the process of enhancing teachers' knowledge, skills, and abilities to improve their effectiveness in the classroom. This often involves professional development programs, workshops, and training sessions aimed at providing teachers with the tools and strategies needed to deliver high-quality education (Ololube et al., 2016). The goal is to empower teachers to adapt to new teaching methodologies, integrate technology, address diverse learning needs, and stay updated on educational trends. Ultimately, teacher capacity building contributes to the overall improvement of education systems (Besser & Penuel, 2009).

In this paradigm of learning, the internal mechanisms of teacher capacity building emerge as the invisible threads that weave expertise, innovation, and adaptability into the very fabric of effective classroom delivery. Beyond the conventional realms of chalk and board, this exploration unravels the inner workings akin to the gears of a finely tuned machine that propel teachers towards pedagogical mastery in the ever-evolving landscape of public senior secondary schools (Kennedy, 2016). Classroom is a vibrant ecosystem where each student is a unique specimen of potential, and the teacher, the catalyst for transformation. The internal mechanisms of teacher capacity building, much like a compass, guide teachers through the uncharted territories of modern education. It is a journey that extends far beyond the acquisition of subject matter expertise; it's a dynamic process of equipping teachers with the pedagogical acumen to ignite curiosity, foster critical thinking, and navigate the complexities of a diverse and technology-infused learning environment (Darling-Hammond et al., 2009).

At its essence, teacher capacity building encompasses a spectrum of internal mechanisms meticulously designed to fortify teachers with the tools, knowledge, and adaptability requisite for

navigating the multifaceted challenges of modern classrooms. According to educational scholars and researchers (e.g., Ololube, 2024), the internal mechanism of teachers capacity building include: professional development programs, mentorship and coaching, collaborative school communities, feedback and evaluation mechanisms, technology integration training, cultural competence, differentiated instruction, continuous reflective practice and classroom management. In this study, it will be limited to only four internal mechanisms of teacher capacity building: Professional Development Programs, Continuous reflective Practice, Feedback and Evaluation Mechanisms and Collaborative Learning Communities.

Statement of the Problem

Teachers' effective classroom delivery in public senior secondary schools in Rivers State over the years has been a problem. Effective classroom delivery in any nation's education largely depends on the teachers. Regrettably, teachers in public secondary schools in Rivers State over the years are being denied or ignorant of the internal mechanisms of teacher capacity building which has resulted to their poor classroom delivery. The efficacy of the internal mechanisms of teacher capacity building with regard to the effective classroom delivery by teachers cannot be overemphasized. The internal mechanisms of teacher capacity building endeavors to fortify teachers with a diverse set of tools – pedagogical, technological, and socio-emotional which are indispensable for navigating the complexities of contemporary effective classrooms delivery.

According to educational scholars and researchers, the internal mechanism of teachers capacity building include: professional development programs, mentorship and coaching (Kraft et al., 2018), collaborative school communities, feedback and evaluation mechanisms, technology integration training, cultural competence, differentiated instruction, continuous reflective practice and classroom management. Ultimately, the internal mechanisms of teacher capacity building contributes to the overall improvement of education systems. It is this situation that has prompted the researcher to conduct this study to establish the various internal mechanisms of teachers capacity building for effective classroom delivery in public senior secondary schools in Rivers State.

Aim and Objectives of the Study

The aim of this study was to investigate internal mechanisms of teachers' capacity building for effective classroom delivery in public senior secondary schools in Rivers State. Specifically, the objectives of the study sought to:

- Investigate how professional development programs as internal mechanism of teachers' capacity building enhance effective classroom delivery in public senior secondary schools in Rivers State.
- Establish how continuous reflective practices as an internal mechanism of teachers' capacity building enhance effective classroom delivery in public senior secondary schools in Rivers State.
- Examine how feedback and evaluation mechanism as an internal mechanism of teachers' capacity building enhance effective classroom delivery in public senior secondary schools in Rivers State.

- Investigate how collaborative learning communities as an internal mechanism of teachers' capacity building enhance effective classroom delivery in public senior secondary schools in Rivers State.

Research Questions

The following research questions were raised to guide the study:

- How do professional development programs as internal mechanism of teachers' capacity building enhance effective classroom delivery in public senior secondary schools in Rivers State?
- How does continuous reflective practice as an internal mechanism of teachers' capacity building enhance effective classroom delivery in public senior secondary schools in Rivers State?
- How do feedback and evaluation as an internal mechanism of teachers' capacity building enhance effective classroom delivery in public senior secondary schools in Rivers State?
- How do collaborative school communities as an internal mechanism of teachers' capacity building enhance effective classroom delivery in public senior secondary schools in Rivers State?

Hypotheses

The following null hypotheses were formulated to guide the study and tested at .05 level of significance:

- **H₀₁**: There is no significant difference between the mean ratings of male and female teachers' on how professional development programs as internal mechanism of teachers' capacity building enhance effective classroom delivery in public senior secondary schools in Rivers State.
- **H₀₂**: There is no significant difference between the mean ratings of male and female teachers' on how continuous reflective practice as an internal mechanism of teachers' capacity building enhance effective classroom delivery in public senior secondary schools in Rivers State.
- **H₀₃**: There is no significant difference between the mean ratings of male and female teachers' on how feedback and evaluation mechanisms as an internal mechanism of teachers' capacity building enhance effective classroom delivery in public senior secondary schools in Rivers State.
- **H₀₄**: There is no significant difference between the mean ratings of male and female teachers' on how collaborative learning communities as an internal mechanism of teachers' capacity building enhance effective classroom delivery in public senior secondary schools in Rivers State.

Theoretical Framework

The theory that supports this paper is the Adult Learning Theory, also known as Andragogy. This theory was developed by Malcolm Knowles in the 1960s and 1970s. It focuses on the

unique characteristics of adult learners and emphasizes self-directed learning. The Adult Learning Theory is relevant to this study as it promotes self-directed professional development, integrates teachers' rich experiences, enhances motivation, encourages practical application in the classroom, supports flexible learning approaches, and fosters a mindset of continuous improvement, ultimately leading to more effective teaching practices. Knowles cited in Johnson et al. (2013) identified the key principles of Adult Learning Theory:

- **Self-directed Learning:** Teachers can benefit from self-directed learning, taking responsibility for their professional development. This empowers them to focus on areas most relevant to their needs and challenges in the classroom.
- **Experience as a Learning Resource:** Recognizing teachers' diverse experiences allows for the sharing of practical insights and strategies. Teachers can leverage their collective wisdom to enhance classroom practices.
- **Motivation and Goal Alignment:** Understanding the motivations of adult learners helps in designing professional development programs that align with teachers' goals, making the learning experience more engaging and effective.
- **Practical Application in Teaching:** The theory's emphasis on practical application aligns with the nature of teaching. Teachers can apply what they learn directly in their classrooms, making the learning experience more meaningful and applicable.
- **Need for Relevance and Context:** Teachers, like adult learners, appreciate learning that is relevant to their roles. Connecting learning to real-world classroom situations enhances the applicability of the knowledge gained.
- **Continuous Improvement:** The theory promotes a mindset of continuous improvement. Teachers, like all adult learners, can benefit from an ongoing commitment to learning and adapting their approaches based on new insights and developments in education.

CONCEPTUAL CLARIFICATION

Teacher Capacity Building

Teacher capacity building refers to the process of enhancing teachers' knowledge, skills, and competencies to improve their effectiveness in the classroom. This often involves professional development programs, training sessions, and ongoing support to help educators stay current with pedagogical approaches, technology integration, and subject matter expertise. Robinson and Timperley cited in Kennedy (2016) noted that teacher capacity building involves creating conditions that support ongoing professional learning, with a focus on feedback, collaboration, and reflection to improve teaching effectiveness.

Sachs cited in Little (2012) described teacher capacity building is a holistic process that considers the personal, professional, and contextual factors influencing teachers' abilities to deliver high-quality instruction. Teacher capacity building is the transformative process that equips educators with the knowledge, skills, and attitudes necessary to enhance their teaching effectiveness. In this dynamic journey, educators embark on continuous learning, empowering them to adapt to evolving educational landscapes and cultivate environments where both students and teachers thrive.

Effective Classroom Delivery

Effective classroom delivery involves the skillful and engaging presentation of educational content to facilitate student understanding and learning. Key elements include clear communication, varied instructional methods, active student participation, and a supportive learning environment. Effective teachers also adapt their approach to cater for diverse learning styles, employ technology judiciously, and provide timely feedback to foster student progress. Marzano (2012) saw effective classroom delivery as the skillful use of instructional strategies, classroom management techniques, and formative assessment to optimize student engagement and learning. For Danielson (2007), effective classroom delivery is marked by well-planned lessons, differentiated instruction, and the creation of a positive and inclusive classroom culture that supports student learning. Effective service delivery is the art of seamlessly translating intent into impact. It's a harmonious symphony where precision, responsiveness, and client satisfaction converge. In this regard, organizations should refine their methods, ensuring that every interaction leaves an indelible mark of efficiency and excellence.

Professional Development Programs and Effective Classroom Delivery

Professional development programs as an internal mechanism of teacher capacity building refers to the process of offering structured courses, workshops, and training sessions to enhance teachers' skills in pedagogy, content knowledge, and the integration of innovative teaching methods. Ingersoll and Strong (2011) emphasized the significance of induction and mentoring programs as forms of professional development. It explores how such programs contribute to teacher retention and instructional improvement, ultimately influencing effective classroom delivery. Also, studies by Birman et al. (2000) found that professional development focusing on technology integration has gained prominence. Teachers benefit from learning how to incorporate digital tools into their lessons, promoting interactive and engaging learning experiences.

Continuous Reflective Practices and Effective Classroom Delivery

This involves thoughtful consideration and analysis of one's experiences, actions, and beliefs, fostering self-awareness and continuous learning for personal and professional development. Continuous reflective practices in education, particularly for effective classroom delivery, have garnered significant attention. Scholars emphasize the role of reflective practices in enhancing teaching strategies, promoting professional growth, and improving student outcomes. A study by Farrell (2015), found that critical reflection, encourages teachers to question assumptions, consider multiple perspectives, and engage in a continuous cycle of self-inquiry. This approach deepens understanding and refines instructional practices. Also, Olorube et al. (2009) and Desimone (2009) delved into the concept of reflection as a tool for turning experience into learning. While not specific to teachers, it provides a theoretical foundation for understanding reflective practices, which can be applied to continuous improvement in teaching.

Feedback and Evaluation Mechanisms and Effective Classroom Delivery

Feedback is information provided to individuals or entities based on their performance, behavior, or work. It aims to offer insights, guidance, and constructive input to facilitate improvement and learning, while evaluation involves the systematic assessment and judgment of the quality, value, or effectiveness of something. It often includes the comparison of actual outcomes or performance against predetermined criteria or standards to make informed decisions or provide an overall assessment. Feedback and evaluation for effective classroom delivery underscores their pivotal roles in shaping teaching practices and enhancing student learning outcomes. Hattie and Timperley (2007) stressed the power of formative assessment and timely feedback. Their research suggested that formative assessment practices positively impact student achievement by providing ongoing feedback during the learning process. Also, van den Berg et al. (2019) investigated the nature of feedback within the context of formative assessment. It discussed how specific features of feedback contribute to its effectiveness. Understanding these features can guide the development of feedback mechanisms to enhance teachers' classroom delivery.

Collaborative Learning Communities and Effective Classroom Delivery

Collaborative learning communities as an internal mechanism of teacher capacity building refers to groups of individuals who work together to achieve common learning goals. This approach emphasizes shared knowledge, diverse perspectives, and collective problem-solving, fostering a supportive environment for mutual learning and skill development. A study by Bakkenes et al. (2010) emphasized the positive impact of cooperative learning structures on academic achievement, social skills, and student engagement. Their research advocated for structured cooperative learning experiences that promotes active participation and mutual support among students. Also, Stoll et al. (2006) reinforced the effectiveness of cooperative learning, highlighting its positive influence on academic achievement across various subjects and age groups. Their findings suggested that collaborative learning strategies enhance not only content understanding but also critical thinking skills. In the dynamics of education, where teaching strategies continuously evolve, the internal mechanisms of teacher capacity building stand as the anchor to transformative classroom experiences. In administration of public senior secondary schools in Rivers State, the endeavor to enhance teachers' capabilities becomes not just a professional development pursuit but a strategic investment in the very essence of educational efficacy.

METHODOLOGY

The research design used in this study was the descriptive survey research design. The population of this study comprised 6,893 teachers in public senior secondary school teachers in Rivers State (Source: Planning, Research Statistics Department; Rivers State Senior School Board). Stratified random sampling technique was used to draw out a sample of 1,379 teachers representing 20% from the 302 public senior secondary schools in Rivers State. The research instrument that was used in this study was a 20 items self-structured questionnaire titled: Internal Mechanisms of Teacher Capacity Building for Effective Classroom Delivery Questionnaire (IMTCBECDQ). A 4point modified likert rating scale was used, in the form of; Strongly Agree (SA)=4, Agree (A)=3, Disagree(D)=2 and Strongly Disagree (SD)=1.

The instruments were validated and reliability was carried out using Cronbach Alpha reliability statistics. The reliability coefficient of Internal Mechanisms of Teacher Capacity Building for Effective Classroom Delivery Instruments gave .820 respectively. Out of the 1379 copies of the questionnaire that were distributed, 760 copies were retrieved giving a return rate of 55% and was used for analysis. The data collected from the respondents was analyzed using SPSS package, Mean and Standard Deviation statistical tools were used to answer the research questions. The criterion mean of 2.5 was used as the decisional rule for agree to answer the research questions, while, t-test was used to test the null hypotheses at 0.05 level of significance. In testing the hypotheses, the null hypotheses was accepted if the Sig. (2-tailed) is greater than (>) p-value of .05 level of significance and was rejected if the Sig. (2-tailed) is less than (<) p-value of .05 level of significance.

RESULTS

Answer to Research Questions

Research Question 1: How do professional development programs as internal mechanism of teachers' capacity building enhance effective classroom delivery in public senior secondary schools in Rivers State?

Table 1: Mean ratings and standard deviation of the respondents on how professional development programs as an internal mechanism of teachers' capacity building enhance effective classroom delivery in public senior secondary schools in Rivers State

S/N	Professional Development Programs	N=760	\bar{X}	SD	Decision
1	Conferences as professional development program enhance teachers' classroom management skills.		3.15	.49	Agree
2	Workshops as professional development program enhance teachers effective classroom delivery.		3.19	.68	Agree
3	Technology-focused professional development program improves teachers' integration of digital tools for effective classroom delivery.		2.95	.85	Agree
4	Subject-specific professional development enhances overall classroom delivery.		2.65	.73	Agree
5	Mentoring and coaching increases teachers' job satisfaction and motivation.		3.20	.81	Agree
Grand Mean			3.03	.71	Agree

Table 1 showed the mean ratings and standard deviation of the respondents on how professional development programs as internal mechanism of teachers' capacity building enhance effective classroom delivery in public senior secondary schools in Rivers State. The table above showed; Conferences professional development program enhances teachers' classroom management skills (Mean = 3.15, SD =.49), Workshops professional development program enhance teachers effective classroom delivery (Mean = 3.19, SD =.68), Technology-focused professional development program improves teachers' integration of digital tools for effective classroom delivery (Mean = 2.95, SD =.85), Subject-specific professional development enhances overall classroom delivery (Mean = 2.65, SD =.73), and Mentoring and coaching professional development program enhance teachers effective classroom delivery (Mean = 3.20, SD =.81).

The grand mean of (3.03 and SD of .71) that is above the criterion mean of 2.50, which means that the respondents agreed that professional development programs as internal mechanism of teachers' capacity building enhance effective classroom delivery in public senior secondary schools in Rivers State.

Research Question 2: How do continuous reflective practices as an internal mechanism of teachers' capacity building enhance effective classroom delivery in public senior secondary schools in Rivers State?

Table 2: Mean ratings and standard deviation of the respondents on how continuous reflective practice as an internal mechanism of teachers' capacity building enhance effective classroom delivery in public senior secondary schools in Rivers State

S/N	Continuous Reflective Practices	N=760	\bar{X}	SD.	Decision
6	Reflective practices enhance teachers' classroom management skills.		3.11	.58	Agree
7	Regular self-reflection positively impacts teachers' adaptability to diverse student needs.		3.20	.45	Agree
8	Reflective practices effectively address teacher burnout.		2.56	.60	Agree
9	Reflective practices adequately prepare teachers for diverse learning styles.		2.59	.63	Agree
10	Reflective practices foster a growth mindset among teachers.		3.12	.51	Agree
Grand Mean			2.92	.55	Agree

Table 2 showed the mean ratings and standard deviation of the respondents on how continuous reflective practice as an internal mechanism of teachers' capacity building enhances effective classroom delivery in public senior secondary schools in Rivers State. The table above showed; Reflective practices enhance teachers' classroom management skills (Mean = 3.11, SD =.58), Regular self-reflection positively impacts teachers' adaptability to diverse student needs (Mean = 3.20, SD =.45), Reflective practices effectively address teacher burnout (Mean = 2.56, SD =.60), Reflective practices adequately prepare teachers for diverse learning styles (Mean = 2.59, SD =.63), and Reflective practices foster a growth mindset among teachers (Mean = 3.12, SD =.51). The grand mean of (2.92 and SD of .55) that is above the criterion mean of 2.50. Which means that the respondents agreed that continuous reflective practice as an internal mechanism of teachers' capacity building enhance effective classroom delivery in public senior secondary schools in Rivers State.

Research Question 3: How do feedback and evaluation mechanisms as an internal mechanism of teachers' capacity building enhance effective classroom delivery in public senior secondary schools in Rivers State?

Table 3: Mean ratings and standard deviation of the respondents on how feedback and evaluation mechanisms as an internal mechanism of teachers' capacity building enhance effective classroom delivery in public senior secondary schools in Rivers State.

S/N	Feedback and Evaluation Mechanisms	N=760	\bar{X}	SD.	Decision
11	Feedback and evaluations effectively address teacher burnout.		2.55	.72	Agree
12	Regular feedback and evaluations enhance teachers' classroom management skills.		2.58	.68	Agree
13	Feedback and Evaluation mechanisms improve emotional intelligence in teacher-student interactions.		3.11	.60	Agree
14	Feedback and Evaluation mechanisms enhance subject-specific teaching skills.		2.52	.78	Agree
15	Feedback and Evaluation mechanisms foster a growth mindset among teachers.		3.20	.57	Agree
Grand Mean			2.79	.67	Agree

Table 3 showed the mean ratings and standard deviation of the respondents on how feedback and evaluation mechanisms as an internal mechanism of teachers' capacity building enhance effective classroom delivery in public senior secondary schools in Rivers State. The table above showed; Feedback and evaluations effectively address teacher burnout (Mean = 2.55, SD =.72), Regular feedback and evaluations enhance teachers' classroom management skills (Mean = 2.58, SD =.68), Feedback and Evaluation mechanisms improve emotional intelligence in teacher-student interactions (Mean = 3.11, SD =.60), Feedback and Evaluation mechanisms enhance subject-specific teaching skills (Mean = 2.52, SD =.78), and Feedback and Evaluation mechanisms foster a growth mindset among teachers (Mean = 3.20, SD =.57). The grand mean of (2.79 and SD of .67) that is above the criterion mean of 2.50. Which means that the respondents agreed that feedback and evaluation mechanisms as an internal mechanism of teachers' capacity building enhance effective classroom delivery in public senior secondary schools in Rivers State.

Research Question 4: How do collaborative learning communities as an internal mechanism of teachers' capacity building enhance effective classroom delivery in public senior secondary schools in Rivers State?

Table 4: Mean ratings and standard deviation of the respondents on how collaborative learning communities as an internal mechanism of teachers' capacity building enhance effective classroom delivery in public senior secondary schools in Rivers State

S/N	Collaborative Learning Communities	N=760	\bar{X}	SD	Decision
16	Continuous collaboration increases teachers' job satisfaction and motivation.		2.60	.63	Agree
17	Collaborative learning communities enhance teachers' classroom management skills.		2.70	.58	Agree
18	Participating in collaborative communities positively impacts teachers' adaptability to diverse student needs.		2.81	.55	Agree
19	Collaborative communities positively influence classroom inclusivity.		2.62	.68	Agree
20	Collaborative communities adequately prepare teachers for diverse learning styles.		3.10	.50	Agree
Grand Mean			2.77	.59	Agree

Table 4 showed the mean ratings and standard deviation of the respondents on how collaborative learning communities as an internal mechanism of teachers' capacity building enhance effective classroom delivery in public senior secondary schools in Rivers State. The table above showed; Continuous collaboration increases teachers' job satisfaction and motivation (Mean = 2.60, SD =.63), Collaborative learning communities enhance teachers' classroom management skills (Mean = 2.70, SD =.58), Participating in collaborative communities positively impacts teachers' adaptability to diverse student needs (Mean = 2.81, SD =.55), Collaborative communities positively influence classroom inclusivity (Mean = 2.62, SD =.68), and Collaborative communities adequately prepare teachers for diverse learning styles (Mean = 3.10, SD =.50). The grand mean of (2.77 and SD of .59) that is above the criterion mean of 2.50, which means that the respondents agreed that collaborative learning communities as an internal mechanism of teachers' capacity building enhance effective classroom delivery in public senior secondary schools in Rivers State.

Test of Hypotheses

H₀₁: There is no significant difference between the mean ratings of male and female teachers' on how professional development programs as an internal mechanism of teachers' capacity building enhance effective classroom delivery in public senior secondary schools in Rivers State.

Table 5: Summary of t-test analysis result on the significant between male and female teachers how professional development programs as an internal mechanism of teachers' capacity building enhance effective classroom delivery in public senior secondary schools in Rivers State

Teachers	N	\bar{X}	Std.	Df	Sig. 2-(tailed)	T	Decision
Male	300	2.59	1.95	758	.121	.05	No Significant Difference
Female	460	3.50	1.55				

Table 5 showed the summary of **t-test** analysis result on the male and female teachers on how professional development programs as internal mechanism of teachers' capacity building enhance effective classroom delivery in public senior secondary schools in Rivers State. The t-

test showed that the Sig. (2-tailed) of (.121) is greater than (>) p-value of .05 at df 758. The null hypothesis was therefore accepted. This implies that there is no significant difference in the mean ratings of male and female teachers on how professional development programs as an internal mechanism of teachers' capacity building enhance effective classroom delivery in public senior secondary schools in Rivers State.

H₀₂: There is no significant difference between the mean ratings of male and female teachers' on how continuous reflective practice as an internal mechanism of teachers' capacity building enhance effective classroom delivery in public senior secondary schools in Rivers State.

Table 6: Summary of t-test analysis result on the significant between male and female teachers on how continuous reflective practice as an internal mechanism of teachers' capacity building enhance effective classroom delivery in public senior secondary schools in Rivers State

Teachers	N	\bar{X}	Std.	Df	Sig. 2-(tailed)	T	Decision
Male	300	2.60	1.45	758	.141	.05	No Significant Difference
Female	460	2.88	1.50				

Table 6 showed the summary of **t-test** analysis result on the male and female teachers on how continuous reflective practice as an internal mechanism of teachers' capacity building enhance effective classroom delivery in public senior secondary schools in Rivers State. The t-test revealed that the Sig. (2-tailed) of (.141) is greater than (>) p-value of .05 at df. 758. The null hypothesis was therefore accepted. This implies that there is no significant difference in the mean ratings of male and female teachers on how continuous reflective practice as an internal mechanism of teachers' capacity building enhance effective classroom delivery in public senior secondary schools in Rivers State.

H₀₃: There is no significant difference between the mean ratings of male and female teachers' on how feedback and evaluation mechanisms as an internal mechanism of teachers' capacity building enhance effective classroom delivery in public senior secondary schools in Rivers State.

Table 7: Summary of t-test analysis result on the significant between male and female teachers on how feedback and evaluation mechanisms as an internal mechanism of teachers' capacity building enhance effective classroom delivery in public senior secondary schools in Rivers State

Teachers	N	\bar{X}	Std.	Df	Sig. 2-(tailed)	T	Decision
Male	300	2.75	1.61	758	.111	.05	No Significant difference
Female	460	3.15	1.53				

Table 7 showed the summary of **t-test** analysis result on the male and female teachers on how feedback and evaluation mechanisms as an internal mechanism of teachers' capacity building enhance effective classroom delivery in public senior secondary schools in Rivers State. The t-test indicates that the Sig. (2-tailed) of (.111) is greater than (>) p-value of .05 at df 758. The null hypothesis was therefore accepted. This implies that there is no significant difference in the mean ratings of male and female teachers on how feedback and evaluation mechanisms as an internal mechanism of teachers' capacity building enhance effective classroom delivery in public senior secondary schools in Rivers State.

H₀₄: There is no significant difference between the mean ratings of male and female teachers' on how collaborative learning communities as an internal mechanism of teachers' capacity building enhance effective classroom delivery in public senior secondary schools in Rivers State.

Table 8: Summary of t-test analysis result on the significant between male and female teachers on how collaborative learning communities as an internal mechanism of teachers' capacity building enhance effective classroom delivery in public senior secondary schools in Rivers State

Teachers	N	\bar{X}	Std.	Df	Sig. 2-(tailed)	T	Decision
Male	300	3.15	1.50	758	.122	.05	No Significant difference
Female	460	3.17	1.43				

Table 8 showed the summary of t-test analysis result on the male and female teachers on how collaborative learning communities as an internal mechanism of teachers' capacity building enhance effective classroom delivery in public senior secondary schools in Rivers State. The t-test showed that the Sig. (2-tailed) of (.122) is greater than (>) p-value of .05 at df 758. The null hypothesis was therefore accepted. This implies that there is no significant difference in the mean ratings of male and female teachers on how collaborative learning communities as an internal mechanism of teachers' capacity building enhance effective classroom delivery in public senior secondary schools in Rivers State.

DISCUSSION OF FINDINGS

The findings in table 1 showed that the respondents agreed that professional development programs as internal mechanism of teachers' capacity building enhance effective classroom delivery in public senior secondary schools in Rivers State. The findings also showed that there is no significant difference in the mean ratings of male and female teachers on how professional development programs as an internal mechanism of teachers' capacity building enhance effective classroom delivery in public senior secondary schools in Rivers State. This finding is in line with the study by Ingersoll and Strong (2011) who emphasized the significance of induction and mentoring programs as forms of professional development. It explored how such programs contribute to teacher retention and instructional improvement, ultimately influencing effective classroom delivery. Also, the findings is in agreement with the studies by Birman et al. (2000) which found out that professional development focusing on technology integration has gained prominence. Teachers ultimately benefit from learning how to incorporate digital tools into their lessons, promoting interactive and engaging learning experiences.

The findings in table 2 showed that the respondents agreed that continuous reflective practice as an internal mechanism of teachers' capacity building enhance effective classroom delivery in public senior secondary schools in Rivers State. The findings also showed that there is no significant difference in the mean ratings of male and female teachers on how continuous reflective practice as an internal mechanism of teachers' capacity building enhance effective classroom delivery in public senior secondary schools in Rivers State. This finding is in line with the study by Farrell (2015) who found that critical reflection, encouraging teachers to question assumptions, consider multiple perspectives, and engage in a continuous cycle of self-inquiry. This approach deepens understanding and refines instructional practices. Also, the findings is an

agreement with the studies by Ololube et al. (2009) and Desimone (2009) who delved into the concept of reflection as a tool for turning experience into learning. While not specific to teachers, it provides a theoretical foundation for understanding reflective practices, which can be applied to continuous improvement in teaching.

The findings in table 3 showed that the respondents agreed that feedback and evaluation mechanisms as an internal mechanism of teachers' capacity building enhance effective classroom delivery in public senior secondary schools in Rivers State. The findings also showed that there is no significant difference in the mean ratings of male and female teachers on how feedback and evaluation mechanisms as an internal mechanism of teachers' capacity building enhance effective classroom delivery in public senior secondary schools in Rivers State. This finding is in line with the study by Hattie and Timperley (2007) which stressed the power of formative assessment and timely feedback. Their research suggests that formative assessment practices positively impact student achievement by providing ongoing feedback during the learning process. Also, and in tandem with the studies of van den Berg et al. (2019) who investigated the nature of feedback within the context of formative assessment. It discussed how specific features of feedback contribute to its effectiveness. Understanding these features can guide the development of feedback mechanisms to enhance teachers' classroom delivery.

The findings in table 4 showed that the respondents agreed that collaborative learning communities as an internal mechanism of teachers' capacity building enhance effective classroom delivery in public senior secondary schools in Rivers State. The findings also showed that there is no significant difference in the mean ratings of male and female teachers on collaborative learning communities as an internal mechanism of teachers' capacity building enhance effective classroom delivery in public senior secondary schools in Rivers State. This finding is in line with the studies by Bakkenes et al. (2010) which emphasized positive impact of cooperative learning structures on academic achievement, social skills, and student engagement. Their research advocates for structured cooperative learning experiences that promote active participation and mutual support among students. Also in tandem with the studies by Stoll et al. (2006) reinforced the effectiveness of cooperative learning, highlighting its positive influence on academic achievement across various subjects and age groups. Their findings suggest that collaborative learning strategies enhance not only content understanding but also critical thinking skills.

CONCLUSION

The internal mechanisms of teachers' capacity building are very pivotal for enhancing effective classroom delivery. By embracing continuous professional development, reflective practices, feedback and evaluation, and collaborative learning communities form a synergistic foundation for effective classroom delivery. These interwoven strategies empower teachers' to stay current, refine their teaching approaches, receive targeted feedback, and foster a collaborative ethos. The result is a dynamic and responsive teaching force capable of creating inclusive, engaging, and impactful learning environments for students. The internal mechanism of teachers' capacity building serves as the cornerstone for enhancing effective classroom delivery. By fostering educators to cultivate a dynamic skill set that not only enriches their own teaching prowess but also contributes to a vibrant and progressive learning environment for their students. Through this holistic approach, the foundation is laid for a transformative educational experience that empowers both educators and learners alike.

Recommendations

From the study, the following recommendations are made herewith based on the findings/result:

- Teachers should embrace ongoing professional development programs to stay informed about the latest educational practices, technology, and pedagogical advancements.
- Teachers should prioritize reflective practices to cultivate a habit of self-reflection to assess and refine teaching methods, adapting them to the evolving needs of students.
- Teachers should embrace constructive feedback and evaluations as tools for targeted improvement, addressing both strengths and areas needing development.
- Teachers should participate in collaborative learning communities to contribute to collaborative networks where teachers can share experiences, ideas, and collectively enhance their teaching strategies.

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