International Journal of Innovative Education Research 10(4):39-49, Oct.-Dec., 2022

© SEAHI PUBLICATIONS, 2022 www.seahipaj.org ISSN: 2354-2942

Management Of Students' Diversity For Instructional Delivery In Public Secondary Schools In Rivers State, Nigeria

[1]Iyke-Anaso, Amonia; [2]Welle, Caleb Anokere & [3]Oludi, Fortune

[1]ammonia.iykeanaso17@gmail.com; [2]calebanokerew@gmail.com; [3]fortuneoludi@gmail.com

ABSTRACT

This paper examined the management of students' diversity for instructional delivery in secondary schools in Rivers State, Nigeria. Two objectives, two research questions and two hypotheses guided the study. This study adopted a descriptive survey design with a population of 6,893 teachers in 291 public senior secondary schools in Rivers State. Taro Yemane was used to select sample size of 378 respondents from the entire population. The sampling technique adopted for study was simple random sampling technique. The instrument used for this study was a questionnaire tagged: Management of Students' Diversity for Instructional Delivery in Secondary Schools Questionnaire (MSDIDSSQ), developed by the researchers. The instrument was validated by the researcher and the reliability yielded an index of 0.85. Mean and standard deviation was used to answer the research questions while z-test was used to test the hypotheses at the 0.05 level of significance. The findings of this study revealed that the management of students' religious diversity to a moderate extent predicts instructional delivery, while management of students' cultural diversity to high extent predicts instructional delivery in public senior secondary schools in Rivers State. Based on this finding, it was recommended that the government through the Ministry of Education should make it mandatory that diversity management should be a significant ingredient of teaching/training syllabus of intending teachers in the higher education, this will help to encourage the management of students' religious diversity for better instructional delivery.

Keywords: Management, Students Diversity, Instructional Delivery

INTRODUCTION

Increasable in this century, people are mixing to a greater extent than ever before, both internationally through the movement of people both on academic purpose and business assignments as well as through migration, and nationally, through the proliferation of multinational teams incorporating people from different backgrounds. In the world today we live where intercultural organisations have become more complex. The uniqueness of education depends on students diversity in the acquisition of knowledge. Education has since been defined to mean exposure and acquisition of knowledge. This is correct when education was defined as the delivery of knowledge, skills and information from teachers to students (Don, 2012 as cited in Boreh, 2017). The author is of the opinion that education involves the delivery of knowledge, skills and information which the teacher as a resource person is able to provide the learner with.

Education according to Federal Republic of Nigeria (2014) is an instrument "per excellence" for effective national development. Every nation that desires rapid and notable development should not undermine its education. For it is in education that the desired value, knowledge, skills and habits are harnessed for notable change to occur. Education in its general sense is a form of learning in which the knowledge, skills and habits of a group of people are transferred from one generation to the next through teaching, training or research (Wikipedia the Free Encyclopedia, 2022). Education frequently takes place under the guidance of others, but it must involve transferring of what is worthwhile. Education does not just take place in the vacuum but could be gotten at the nursery school, primary

school, secondary school, college, university or through apprenticeship. FRN (2014:8) stated that secondary education is the education children receive after primary education and before the tertiary stage. FRN further stated that the broad goals of secondary education shall be to prepare the individual for useful living within the society and higher education. Having established these broad goals and specific objectives, it becomes imperative for education to be properly managed for the actualization of these lofty and notable goals. Management of education is defined severally by authors to mean planning, organizing, directing and controlling material and human resources of an organization using every modality in place in order to effectively and efficiently achieve the stated and stipulated objectives. Managing human resources such as the students in organization like the school entails managing students from diverse background, culture and religion for effective instructional delivery.

Students' diversity management in school system requires school administrator and the teachers to re-evaluate their approaches in handling the identified dimensions of student's diversity (Ikegwuru & Nwabueze, 2015). To establish and maintain diversity in schools especially, secondary schools, the schools must have a policy statement on school diversity that clearly states its commitment to creating and maintaining schools in which students from both gender groups and from diverse racial, ethnic, social-class and cultural groups will have equal opportunity to learn. A policy statement is required of a school that preaches diversity amongst students in the sense that it will give legitimacy to multicultural, multiethnic education and thus facilities the establishment of programs and practices that foster diversity and equal educational opportunities for all students (Ikegwuru & Nwabueze, 2015).

Diversity could mean different qualities that are possessed by students in the classroom which could either be unique or different from one individual to the other. Diversity in individuals could range from race, ethnicity, gender, socio-economic status, age, educational background, geographical location, marital status, religion and other factors. NDT Resources Center (n.d) submitted that having a diverse group of students simply means recognizing that all the people are unique in their own way. Diversity is a must in the school and classrooms but there is need to make good use of it for better instructional delivery. However, scholars have viewed diversity as the process of acknowledging, understanding, accepting, valuing and celebrating differences among people with respect to age, class, ethnicity, gender, physical and mental ability, race, sexual orientation, spiritual practice, and public assistance status.

In management of student diversity, the classroom teachers or the administrators should be able to manage the individual differences of the students irrespective of the class of the students. Since educational management has these noble tasks of planning, organizing, directing and controlling the activities of an organization, it is therefore, imperative to effectively manage students' diversity using managerial task areas of planning, organizing, directing and controlling of students differences as if the students are undiversified in the classroom for proper instructional delivery.

Instructional delivery is used synonymously with teaching. It is the actual interaction process between the teacher and the learner. During instructional preparation, the teacher is expected to make out objectives to be achieved in line with the curriculum and diversity of students. The instructional delivery is the actual interaction between the teacher and the students. It is through instructional delivery that the desired objectives, cognitive, affective and the psychomotor is developed. Though teaching s interchangeably used with instruction, they are not exactly the same. Both teaching and instruction take place at the implementation stage of curriculum that is directed to learning. Teaching is all encompassing. Teaching involves these stages of curriculum planning, instruction, measurement and evaluation. Instruction is just an aspect of teaching. It has to do mainly with the interaction phase between the teacher and the learner.

In the same vain, a learner can instruct himself or can be instructed by a superior in a formal or informal set-up. Learning can take place without teaching but becomes almost impossible to take place without instruction. Learning has high and direct relationship with instruction. Abang (2016) opined that instructional delivery is the process of communicating the content of a subject to the students in a planned, coordinated, and organized friendly approach. Instructional delivery in the classroom is the process of communicating and explaining the subject matters and other classroom activities to the students in order to achieve secondary educational noble goals and objectives.

Therefore, this study is set to investigate management of students' diversity for instructional delivery in public secondary schools in Rivers State, Nigeria.

Statement of the Problem

Researches have shown that there is a decline in the level and quality of instructions given to students in public secondary schools across the country. It has been observed by some well-meaning Nigerians that teachers in secondary schools in Rivers State in particular always find it difficulty in managing diversity of students in order to deliver quality instruction. Students' diversity on its own is a major factor in the actualization of total classroom control and management. Lack of diversity management by teachers could be manifested in poor instructional delivery, poor classroom management and control. It is very obvious that some students in secondary schools in Rivers State quarrel with one another due to different family background and ethnicity. They fight with each other during examinations, games and other activities. This has equally brought problems in some schools in the State during external examination, due to poor students' diversity management by staff.

Also, some of the teachers seem not handle instructional activities very well as it concerns the students. They prefer some students to others based on family issues and individual support, and the ways of managing students' diversity for academic competitiveness. Diversity in the areas of religious tolerance, cultural integration, socio-economic status and many more can easily ensue rift between the students in the school, but when properly taken into consideration and urgently handled will yield result such as effective instruction delivery. Hence, this study sought to examine management of students' diversity for instructional delivery in public secondary schools in Rivers State, Nigeria.

Aim and Objectives of the Study

The aim of this study was to examine management of students' diversity for instructional delivery in public secondary schools in in Rivers State, Nigeria. The objectives of this study sought to:

1. ascertain the extent management of students' religious diversity predicts instructional delivery in public secondary schools in Rivers State.
2. examine the extent management of students' cultural diversity predicts instructional delivery in public secondary schools in Rivers State.

Research Questions

The following research questions were answered in the course of this study.

1. To what extent does the management of students' religious diversity predicts instructional delivery in public secondary schools in Rivers State?
2. To what extent does the management of students' cultural diversity predicts instructional delivery in public secondary schools in Rivers State?

Hypotheses

The hypotheses were tested at 0.05 level of significance.

1. There is no significant difference between the mean scores of male and female teachers on the extent the management of students' religious diversity predicts instructional delivery in public secondary schools in Rivers State.
2. There is no significant difference between the mean scores of male and female teachers on the extent the management of students' cultural diversity predicts instructional delivery in public secondary schools in Rivers State.

CONCEPTUAL CLARIFICATIONS

Management

Management deals with the coordination of human and material resources for the achievement of organizational goals. It also deals with the use of people to achieve results Goals are at the heart of management (Oluwuo, 2021). Achievement of goals in management has to do with effectiveness. Management is also the process of planning, organizing, directing, controlling resources to achieve organizational goals. Management has been defined as the art of getting things done through people. It refers to the process by which managers create, direct, maintain and operate purposive organizations through coordinated, cooperative human efforts (Aguba, 2009 as cited Aguba, 2021). Flippo (2018) avers that managers are the people who formulate policies, set objectives, identify activities to be performed, organize the activities into groups, staff the job with people, initiate work activities, supply incentives to stimulate productivity and set up controls to measure the achievement of objectives. Consequently, management is regarded as the process undertaken by one or more persons

to coordinate the activities of other persons to achieve results not achievable by one person acting alone. It is the field of human behaviour in which managers' plan, organize, staff, direct and control human and financial resources in an organized group objective with optimum efficiency and effectiveness (Robbin, David & Decuzo 2001 as cited in Aguba, 2021).

A school cannot be deemed to be effectively managed if it seems to be lagging behind in academic performance and instructional delivery. Thus, the instructional delivery of a school usually forms the first parameter with which to judge the level of school management. Management of staff personnel forms the second cardinal leadership responsibility of the school administrator in achieving the school goal. The staff should be handled with care and love for they possess the capability to make or mar the school and its programmes. The school principal has to be up and doing in staffing the school, orientating of the new teachers to the classes and their functional areas. Management in education as defined by Eresimadu and Nduka (1987:2) as cited in Oluwuo (2021) is

> the process of allocating educational inputs (human, materials, time and constraints) by planning, organizing, directing and controlling output (educated school leavers with the right knowledge, skills and attributes) desired by the society so that the educational objectives are accomplished. In the process work is performed with and through school personnel in ever changing school environment.

The responsibilities of managers in an organization are summarized by 5 Ms namely: Men, machines, methods, materials and money. Also the task areas of educational management are: finance, curriculum and instructions, physical facilities, student personnel administration, staff personnel administration and school-community relationships. Management is therefore key to the achievement of organizational goals (Oluwuo, 2021).

Concept of Diversity

Diversity could be seen as a process to describe political entities (neighborhoods, student bodies, etc) with members who have identifiable differences in their background lifestyles. It is an engagement to recognize and appreciate the variety of differences that make individuals unique in an atmosphere that promotes and celebrates individual and collective achievement (Henze as cited in Nwabueze, 2014). Diversity specifically refers to our uniqueness as individuals and sense of belonging or identification within a group or groups. It is the way in which one differs from another. Some of these differences may be visible (e.g. race, ethnicity, gender, age, ability), while others are less visible (e.g. culture, ancestry, language, religious beliefs, sexual orientation, socio-economic background).The concept of diversity connotes acceptance and respect. It is an understanding about the uniqueness of every individual, as well as the organization of individual differences.

Diversity maintains the dimensions of ethnicity, gender, sexual orientation, age, physical abilities, religious beliefs, political beliefs, race or other ideologies. Diversity is the exploration of these differences in a safe, positive, and nurturing environment and about understanding each other as well as moving beyond simple tolerance to embrace and celebrate the rich dimensions of diversity contained within each individual. Diversity can equally be seen as a crucial feature of one's reality that requires tolerant and respectful attitudes to guarantee coexistence as well as an opportunity for the development and sustainability society in general and that of education in particular (Abiodun, 2018).

Diversity Management

Diversity management is seen as the coordination of ideas, people and materials effective outcomes in any organization. Diversity management as a process, demands performance of specific functions such as planning, organizing, coordinating, directing, supervising and controlling of activities to attain optimal results with organizational resources. Ibiam (2010) submitted that diversity management is the judicious use of all available resources to coordinate the students for the attainment of defined educational goals. Additionally, it deals with strategy, innovation, initiating about change, being creative, problem-solving and decision-making activity seeking alternatives and opportunities, redeploying resources, negotiating, dynamic or active leadership, diplomacy, statesmanship and a high degree of risk taking and entrepreneurship skills to manage students from diverse homes. All these are issues in the management of students' diversity in Nigerian education system.

Management of Students Diversity

Management of students' diversity is dealing with the ways students are managed for their academic performance. It is grounded in a very specific definition of managing by creating an environment that allows the people being managed to reach their full potential. Management of students' diversity assumes that adaptation is a two-way street, a mutual process between the students and teachers versus the usual assimilation approach, where the burden of adapting rests solely on the individual who is different. Finally, unlike more familiar approaches, managing students' diversity is not a program, not an orchestrated set of actions designed to do something; it requires a fundamental change in individual corporations and way of life.

The goals of students' diversity management are to:

i. Create a climate in which all the students can realize their full potential of school contribution and personal achievement.
ii. Capitalize on the potential benefits of diversity while minimizing the potential harriers to effectiveness posed by diversity.
iii. Create a climate in which people with fundamental differences in culture, gender, religious beliefs, and socio-economic status can be maximum effectiveness. Learning to respect and appreciate each other's cultural and stylistic differences and becoming aware of unconscious assumptions and behaviours that may influence our interactions which enable us to minimize the challenges and derive maximum benefits from diversity.

Numerous researches and studies confirm the benefits of implementing policies on diversity management. The European Commission in the study Cost and Benefit of Diversity as cited in Abiodun (2018:3) outlines the five most significant advantages that educational institutions with active diversity policies apply. They include:

i. Reinforcement of cultural values within an institution
ii. Enhancement of the institution s reputation
iii Attract and retain high-talented students and stall
iv. Increase of the student's motivation and efficiency
v. Increase innovation and creativity among students.

Students' diversity management provides avenue for students to learn and embrace cultural, political and religious differences as well as eliminate the barriers of tribalism, racism, sexism, and prejudice. If we want all students to enter this golden door of educational opportunity, the management has to be sensitive to their students' cultural and academic differences. They need to create culturally sensitive working environment, develop positive teacher- student –parent relationships, design lessons that motivate all students to learn, and implement those lessons using differentiated instructional strategies to maximize student learning. Everything a teacher does in the classroom will center upon meeting the needs of his/her diverse student population.

Therefore, a teacher must gain an understanding of all children's unique academic emotional, and cultural differences so that he/she can help them on their academic and life journeys. First, managers must understand discrimination and its consequences on individuals. Secondly, managers must recognize their own cultural biases and prejudices (Koonee, 2001 as cited in Akpan 2017). There are different approaches to managing students' diversity. Consequently, Banks (1993. p.17) as cited in Abiodun (2018) identified three major approaches; curriculum reform, achievement, and inter-group education approach).

- Curriculum Reform Approach: is a process that involves additions to or changes in the content of the school curriculum. The primary goal of this approach is to incorporate the Voices, experiences, and struggles of ethnic, cultural and gender groups into the curriculum. Examples of practices that can be included in the curriculum are celebration of cultural heroes and holidays, diverse culture content workshops for teachers and administrators.
- Achievement Approach: is an approach of managing students' diversity whereby a set of goals, theories, and strategies are designed to increase the academic achievement of low-income students, students of colour, women, and students with disabilities. The major goal of this approach is to increase the academic achievement of students from different ethnic, cultural and gender groups. Examples of practices to be included in this approach are programs that match teaching styles with the learning styles of students, language programs that incorporate the language and culture of Nigerian students etc.

- The Inter-Group Education Approach: is the inculcation of knowledge, idea designed to help students develop democratic inter-group attitudes and values. The primary goal is to help students develop more positive attitudes towards people from different racial, cultural, and gender group another goal is to help members of marginalized groups to develop more positive feelings toward their own groups. Examples, cooperative learning strategies and techniques etc.

Therefore, effective management of students' diversity requires school administrator to re-evaluate their approaches in handling the identified dimensions of student's diversity. Planning, leadership style and motivation have also been identified by some authors as strategies for managing students' diversity in schools (Ikegwuru & Nabueze, 20l5).

Instructional Delivery

Instructional delivery is a process in which a teacher uses variety of teaching strategies to communicate and interact with students around academic content. The teacher effectively engages students in learning by using a variety of instructional delivery approaches in order to meet individual learning needs. According to Bannon (2021), instructional delivery is a way in which information is presented to students. It is also an educational approach for turning knowledge into learning. Berlongieri (2017) states that, the teacher should use instructional delivery to encourage students' development of critical thinking, problem solving and performance skills. This is because, students learn on different levels.

However, Federal Republic of Nigeria (2014) states that quality of instructional delivery at all levels should be toward inculcating the following values:

a. Respect for worth and dignity of the individual.
b. Faith in man's ability to make rational decisions.
c. Moral and spiritual principle in interpersonal 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 competences necessary for self-reliance.

Therefore, the way in which instruction is given can help the students use various types of skills to think and solve problems on their own.

METHODOLOGY

This study adopted a descriptive survey design. The population for this study consisted of all the 6,893 teachers (i.e. 3,490 male and 3,403 female) in 291 public senior secondary schools in Rivers State (Source: Planning, Research and Statistics Department, Rivers State, November, 2021). Taro Yamane was used to select sample size of 378 respondents from the entire population. The sampling technique adopted for study was simple random sampling technique. The instrument used for data collection was a questionnaire. The questionnaire was developed by the researcher and it was titled: Management of Students' Diversity for Instructional Delivery in Secondary Schools Questionnaire (MSDIDSSQ). It consisted of Sections A and B. Section A dealt with demographic information of the respondents while Section B dealt with variables from the research questions which were used to elicit information from the respondents. The items are structured after the modified four-point Likert type rating scale of Very High Extent (VHE) = 4 points, High Extent (HE) = 3 points, Low Extent (LE) = 2 points and Very Low Extent (VLE) = 1 point, respectively. The reliability of the instrument was determined through Cronbach alpha which yielded an index of 0.85. As part of data collection, the researcher designed and distributed 129 copies of questionnaire to the respondents. Three hundred and twenty-four (324) copies were retrieved and found suitable for analysis resulting in 86% rate. Data collected from the study were analyzed using mean and standard deviation statistics to answer three research questions, while z-test was used to test three null hypotheses at 0.05 level of significance. 2.50 served as the criterion mean for judgment.

RESULTS

The results of the analysed data for each research questions and its corresponding hypothesis are presented on tables.

Research Question 1: *To what extent does the management of students' religious diversity predicts instructional delivery in public secondary schools in Rivers State?*

Table 1: Mean ($\bar{x}$) and Standard Deviation on the responses of respondents on the extent the management of students' religious diversity predicts instructional delivery in public secondary schools in Rivers State.

SN	Items	Male N = 153		Female N = 171		Mean Set	Decision
		$\bar{X}_1$	SD_1	$\bar{X}_2$	SD_2	X_1X_2	
1.	Students are made to understand that no religion is superior to the other.	2.72	0.99	3.10	1.00	2.91	Moderate Extent
2.	Students are not pushed against their religious belief.	3.18	0.89	2.95	0.87	3.07	Moderate Extent
3.	Students are allowed to read religious materials during instruction.	3.11	0.81	2.65	0.89	2.88	Moderate Extent
4.	Students various religious affiliations are properly known to teacher as a guide in relationship.	2.73	0.65	2.39	0.79	2.56	Moderate Extent
5.	Students are not discouraged to wear veil (hijab) to the class.	3.49	0.66	3.35	0.81	3.40	High Extent
	Average Mean/Standard Deviation	**3.05**	**0.80**	**2.88**	**0.87**	**2.97**	**Moderate Extent**

Source: Researcher's Computed Data, 2022.

Decision Rule: 4.50-5.00 = Very High Extent (VHE), 3.50-4.49 = High Extent (HE), 2.50-3.39 = Moderate Extent (ME), 2.00-2.49 = Low Extent (LE), 1.99 and below = Very Low Extent (VLE).

On Table 1, data show that item 1-4 had mean scores between the range of 2.50 and 3.39 showing a moderate extent. Differently, item 5 had a mean score of 3.40 showing that, respondents agreed to a high extent that students are not discouraged to wear veil (hijab) to the class.

In summary, with an aggregate mean of 2.97 (which falls within the range of 2.50 to 3.19), both male and female teachers agreed that management of students' religious diversity predicts instructional delivery in public senior secondary schools in Rivers State to a moderate extent.

Research Question 2: *To what extent does the management of students' cultural diversity predicts instructional delivery in public secondary schools in Rivers State?*

Table 2: Mean ($\bar{x}$) and Standard Deviation on the responses of school personnel and parents on the extent To what extent does the management of students' cultural diversity predicts instructional delivery in public secondary schools in Rivers State.

SN	Items	Male N = 153		Female N = 171		Mean Set	Decision
		$\bar{X}_1$	SD_1	$\bar{X}_2$	SD_2	X_1X_2	
6	Preference is not given to any students based on cultural background.	3.87	1.02	3.84	1.00	3.85	High Extent
7	There is prohibition of students speaking against other peoples' culture.	3.96	0.88	3.88	0.99	3.92	High Extent
8	Students are penalized when they make jest of others cultures.	3.58	0.69	3.47	0.67	3.52	High Extent
9	Students are made to understand that their cultural identity are not prerequisite to their academic achievement in the class.	3.18	0.80	3.23	0.80	3.21	Moderate Extent
10	Students' parental cultural position in the society is not disregarded during instruction delivery.	3.50	0.75	3.53	0.83	3.52	High Extent
	Average Mean/Standard Deviation	**3.61**	**0.86**	**3.59**	**0.89**	**3.60**	**High Extent**

Source: Researcher's Computed Data, 2022.
Decision Rule: 4.50-5.00 = Very High Extent (VHE), 3.50-4.49 = High Extent (HE), 2.50-3.39 = Moderate Extent (ME), 2.00-2.49 = Low Extent (LE), 1.99 and below = Very Low Extent (VLE).

On Table 2, data show that items 6, 7, 8 and 10 had a mean score between the range of 3.50 and 4.49 showing a high extent. Differently, item 9, had mean scores of between 2.50 and 3.39, showing that for those respondents, students are made to understand that their cultural identity are not prerequisite to their academic achievement in the class to a moderate extent.
In summary, with an aggregate mean of 3.60 (which falls within the range of 3.50 to 4.49), both male and female teachers agreed that management of students' cultural diversity predicts instructional delivery in public senior secondary schools in Rivers State to a high extent.

Test of Hypotheses

Ho_1: There is no significant difference between the mean scores of male and female teachers on the extent the management of students' religious diversity predicts instructional delivery in public secondary schools in Rivers State.

Table 4: z-test Analysis on the difference between the mean scores of male and female teachers on the extent the management of students' religious diversity predicts instructional delivery in public secondary schools in Rivers State.

Category	N	$\bar{X}$	SD	df	z-cal	z-crit.	Remarks
Male	153	3.05	0.80		1.832	±1.960	Not Significant
Female	171	2.88	0.87	322			Accept Ho_1 (z-cal. < z-crit.)

Table 4 reveals that male teachers have mean and standard deviation scores of 3.05 and 0.80, while female teachers have mean and standard deviation scores of 2.88 and 0.87 respectively. The figured z-calculated of 1.832 is less than the z-critical of 1.960, meaning the null hypothesis is accepted. By implication, there is no significant difference in the mean scores of male and female teachers on the

extent the management of students' religious diversity predicts instructional delivery in public senior secondary schools in Rivers State.

Ho_2: There is no significant difference between the mean scores of male and female teachers on the extent the management of students' cultural diversity predicts instructional delivery in public secondary schools in Rivers State.

Table 5: z-test Analysis on the difference between the mean scores of male and female teachers on the extent the management of students' cultural diversity predicts instructional delivery in public secondary schools in Rivers State.

Category	N	$\overline{X}$	SD	df	z-cal	z-crit.	Remarks
Male	153	3.61	0.86		0.206	±1.960	Not Significant
Female	171	3.59	0.89	322			Accept Ho_1
							(z-cal. < z-crit.)

Table 5 revealed that male teachers have mean and standard deviation scores of 3.61 and 0.86, while female teachers have mean and standard deviation scores of 3.59 and 0.89 respectively. The figured z-calculated of 0.206 is lesser than the z-critical of 1.960, meaning the null hypothesis is accepted. By implication, there is no significant difference in the mean scores of male and female teachers on the extent the management of students' cultural diversity predicts instructional delivery in public senior secondary schools in Rivers State.

DISCUSSION OF FINDINGS

The first finding of the study revealed that the management of students' religious diversity predicts instructional delivery in public senior secondary schools in Rivers State to a moderate extent. This in other words simply means that to some an extent there are measures put on ground by teachers to ensure the that students' religious diversity is been managed to ensure effective teaching and learning process. In agreement with the finding, Emma (2011) as cited in Kate (2020) opined that in a recent poll, most respondents said that management of religions diversity plays a very important role in their school lives, especially in the promotion of teaching and learning process. Concurring to this, Recruiting Specialist (2021) noted that employee (teachers) cannot disseminate or treat student's lees favorably because of the religious belief. It there means that the onus on the teachers to accommodate a student's religious beliefs and practices at work, as long as it does not cause undue hardship for the teacher, such as distorting instructional delivery.

More so, John (2019) observed that accommodating students' religious practices can actually go a long way in showing and easing your tolerance for diversity and respect for teachers. In the school organization, where uniform requirement are necessary, negotiating acceptable uniform attire is important. The school administrators should not be in a haste to forget to let the students know the modus operandus of the school before they are fully admitted. This will help to manage the issue of dressing that has to do with religion and thereby promote effective instruction. Hence, there is no significant difference in the mean scores of male and female teachers on the extent the management of students' religious diversity predicts instructional delivery in public senior secondary schools in Rivers State.

The second finding of the study showed that management of students' cultural diversity predicts instructional delivery in public senior secondary schools in Rivers State to a high extent. This implies that steps that have been taken in management of students' cultural diversity to a reasonable extent impact positively to instructional delivery. This result is in line with Teaching Today (2019) which noted that cultural difference when managed allow students to share their culture in so many ways which contribute to the curriculum. Adam and Wheeler (n.d) submitted that majority of students tend to learn with cultural materials in the classroom more effectively when teachers use a variety of techniques. However, this contradicts Flagg (2018) when he opined that there are different culture and social settings among students that have the tendency and ability to disrupt the normal classroom

teachings. The scholar is therefore of the view that teachers should be encouraged to vary in their instructional strategies, methods teaching techniques to take care of the status of the students, particularly with attention directed to the students' cultural differences as it helps to promote instructional delivery. Thus, there is no significant difference in the mean scores of male and female teachers on the extent the management of students' cultural diversity predicts instructional delivery in public senior secondary schools in Rivers State.

CONCLUSION

The Nigerian society has diversely widened in ethnicity and culture. Educators should not see themselves as existing merely to preserve the status quo as it relates to diversity, because they serve as apologists for the racism, culture, gender and ethnocentrism that have become entrenched elements of the Nigeria culture. Effective management of students' diversity in secondary school system requires school administrators and teachers to re-evaluate their approaches in handling the identified dimensions of student's diversity. Based on the findings of this study that the management of students' cultural diversity to high extent predicts instructional delivery, while management of students' religious diversity to a moderate extent predicts instructional delivery in public senior secondary schools in Rivers State. The paper concludes that, there is still more work to be done by secondary schools administrators and teachers in the state.

RECOMMENDATIONS

Based on the findings and conclusion of this study, the following are hereby recommended:

1. Government through the Ministry of Education should make it mandatory that diversity management should be a significant ingredient of the teaching/training syllabus of intending teachers for those in the higher education, this will help to encourage the management of students' religious diversity for better instructional delivery.
2. School administrators should encourage all students to participate in cultural awareness, anti-bullying and other curriculum-linked strategies aimed at increasing respect for diversity. Also, school programs, events, and meetings should be communicated to parents in culturally appropriate ways. All of these will promote management of students' cultural diversity to a greater extent for instructional delivery in secondary schools.
3. The administrators of secondary education at the Ministry should create curricular and co-curricular opportunities for students to experience genuine ethnic, cultural and religious integration to interact in meaningful ways and learn from each other if diversity is to have a positive instructional impact.
4. Secondary school principals should ensure that staff and students attitudes, perceptions, beliefs and behavior are religious, ethnically and racial sensitive.

REFERENCES

Abang, C. I. (2016). *Instructional delivery in secondary school: Teachers' guide.* Ifeco Publishers.

Abiodun, I. O. (2018). Management of students' diversity in the era of technological based teaching. *Journal of science education*, 2(1), 12-20.

Adam, N. & Wheeler, S. (n.d). *Teaching African American students: a look at instructional methods and cultural differences*. https://irnet.csus.edu/imetl11 /portfolio/smilevk/webQuest/Neely.pd

Aguba, C. R. (2021). *Managing innovative education for the attainment of sustainable development goals: Nigeria in focus*. A Lead Paper Presented at the 6th Annual Conference of the Nigerian Association for Educational Administration and Planning (NAEAP), University of Port Harcourt Chapter at Ebitimi Banigo Hall, UNIPORT, Rivers State, on Tuesday, May 18, 2021.

Akpan, U. (2017). Group dynamism and organizational performance in two selected L.G.As of Akwa Ibom State. *Journal of Religious Studies*, 3(2), 45-51.

Bannon, B. O. (2021). *Planning for Instruction: Instructional methods*. http://edtech2.tennessee.edu/projects/bobannon

Berlongieri, R. L. (2017). *Teaching standards: Instructional Delivery Approach.* Vandercook College of music.

Boreh, L. (2017). *Workforce diversity and institutional performance in public senior secondary schools in Rivers State*. Unpublished Ph.D Thesis, Department of Educational Management, Faculty of Education, University of Port Harcourt.

Federal Republic of Nigeria (2014). *National Policy on Education*. NERDC.

Flagg, A. (2018). Managing diverse workgroups successfully. https://cdis.lfas.Ufl.edu/pdffiles/HR/HR02200.pclf.

Flippo, E.B. (2018). *Personnel management*. McGraw – Hill International Brook.

Ibiam, O. U. (2010). Students' diversity management procedures. *Journal of Educational Management*, 2(1), 12-22.

Ikegwuru, B. & Nwabueze, A. I. (2015). *Managing Students Diversity for Instructional Competitiveness*. InPress.

John, K. (2019). *How to do deal with religious diversity in classrooms. A teacher Training Course on Religions Diversity in Intellectual Dialogue and Gender Issues.* www.eurogerus.eu/uploads/5/8/1/7/S817770/Alexandriareport.pddf.

Kate, M. (2020). *How to manage religious observations in the workplace*. America's Job Exchange.

Nwabueze, A. I. (2014). Managing academic staff diversity in higher institutions for quality education delivery in South-East, Nigeria. *African Journal of Educational Research and Development*, 6(lb), 121-132.

Oluwuo, S. O. (2021). *Management of innovation education for the attainment of sustainable development goals*. A Keynote Address Presented at the Conference Organized by University of Port Harcourt Chapter of Nigerian Association for Educational Administration and Planning (NAEAP) Held at Ebitimi Banilgo Hall Abuja Unipark, University of Port Harcourt from Monday 17th to Thursday 20th May, 2021.

Wikipedia The Free Encyclopedia (2022). *Education*. www.wikipedia.org/wiki/education