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Teachers Effectiveness in Teaching Economics: Implication for Secondary Education

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Abstract:

Teachers, as the pillars of an education system are expected to be resourceful as a strategy for effecting teaching in Nigerian schools and colleges. This is because, meaningful and skillful learning outcome is only achieved when the educational goals and objectives are attained. To carry out this study therefore, structured questionnaire made up of 10 items were constructed and administered to 150 students and 10 teachers in 50 secondary schools in Ankpa Local Government Area of Kogi State. Likert weighted mean average of 4 point rating scale was employed for the analysis of the data. The result shows that teacher's strategies and methods of teaching economics in the secondary schools in Ankpa Local Government Area of Kogi State are inadequate due to low educational qualification, lack of motivation in terms of remuneration and fringe benefit, lack of teacher's recognition and cognitive experience. Base on the findings, recommendations such as employment of teachers especially in economics should be based on assessment through written test and trial teaching to guide against the influx of quacks into teaching profession, and government agencies to ensure that right method of teaching is employed should supervise teachers regularly and make sure that right method /strategies are adopted in teaching/Learning process. I don't care attitude should be removed from various bodies concerned with educational development and replaced with education consciousness were made.

1. Introduction

Teachers are the fabric of any educational system. This is so because teachers act as a hub around which any educational system revolves. According to Ogunrinde (1999), teachers are scarce objectives and conformists, who are expected to be armed with sound knowledge in their subject areas with a view of achieving academic excellence in the classroom situation. He maintains that teachers as the centre of any educational system require a set of desired objectives to be achieved at the end of any instruction. This is true because teaching occupies a prominent place in the mind of a learner. In addition, it is believed that teaching either at home or/and in the school influences every learner. Igbede (1999) pointed out that teaching occurs when teachers interact skillfully with the learners. He maintains that teaching is concerned with those aspects of learning which are associated with the environment, the nature of students being taught, the nature of curriculum and the content which teachers have gained master of over time, and which as well has becomes authority to the learners outcome. Idisi (2012) also stressed that effective teaching can only be attained when resourceful, competent, and dedicated teachers are employed to teach, so as to guide against inefficient use of methods and **strategies** in teaching and learning process.

The concept of effective teaching is not universal but depends mainly on individual teacher's teaching habit, and the school setting in which the teacher finds himself (Ogunrinde 1999, Ifeta, 2012 Jimba, & Agenyi, (2012). To be effective in teaching, teachers are expected to be honest, dedicated, firm, committed and consistent in their job for better learning outcome. When these variables are lacking in a teacher, teaching becomes ineffective. In view of this therefore, the paper tends to find out what make s teachers effective in teaching economics in secondary schools in Kogi State.

2. Statement of the Problem

In any school setting, the teacher occupies a central position in the teaching/Learning process. He guides and direct activities in the class, and as such directly and indirectly influence the thought, feelings and behaviour of the learners. In his empirical research, Niyi (1995) maintains that there are three variables responsible for teacher's effectiveness in the classroom. These variables are experience,

appropriate methodology and educational qualification. With the stated hypothesis, it was upheld that these variables contributed significantly to teacher's effectiveness in teaching/Learning process in every educational institution. This study is related to that of Akinbode (1981), which found that pre-service training of teachers is very fundamental to teacher's effectiveness. He maintains that training increases teachers' productivity and hence enhances good educational outcome.

Furthermore, Idoko (2004) in his works found out that teachers experience coupled with appropriate methodology in teaching plays a predominant role in teacher's effectiveness in secondary school economics. He also discovered that students learning outcome does not only depend on student's readiness to learn but the methods and strategies adopted in teaching.

In contrast, Ogunrinde (1999) viewed length of service as significant in teacher's effectiveness. Instead, educational qualifications coupled with methodology were upheld. He is of the opinion that application of right methods in teaching depends on training, which will necessitate good learning outcome. In view of these therefore, the question is what really determines the effectiveness of a teacher in teaching economics in secondary schools?

3. Research Question

The following research questions were stated to address the study:

- i. What quality makes teachers effective in teaching economics in secondary schools?
- ii. What strategies/methods are adopted by teachers to make teaching of economics effective in secondary schools?

4. Purpose of the Study

The purpose of this study is to find out

1. The quality, which teachers possess, that makes them effective in teaching/learning process
2. The methods/strategies the teachers adopt to make their teaching of economics in secondary school effective.

5. Methodology

5.1. Sample

The population of the study comprises of 150 students and 10 teachers all of Economics in secondary schools in Ankpa Local Government Area of Kogi State.

5.2. Instrument

Structured questionnaires containing 5 items each for teachers and students were developed by the researcher with the assistance of experts in measurement and evaluation/ economics. The questionnaire was pilot-tested with 50 students and 5 teachers in the Department of Economics College of Education, Ankpa. A test-retest reliability of 0.89 within two weeks interval was obtained. The questionnaire required the respondents to check the selection of four level modified Likert scale ranging from Strongly Agreed to Strongly Disagreed were adopted for the study.

5.3. Scope of the Study

10 viable secondary schools in Ankpa Local Government Area of Kogi State form the scope of the study. This is because these schools offers economics from SS1 to SS3 and are grant aided by government of Kogi State as a means of making teaching of economics in these schools resourceful.

5.4. Method of Data Collection

The questionnaires were distributed to 150 students and 10 economics teachers in the schools under study. All the questionnaires distributed were returned to the researcher at a spot. This represents 100% returns.

5.5. Method of Data Analysis

The data for the study was analyzed by the use of simple statistics analysis of simple average. A cut off point was set at 2.5 for the acceptance of mean.

5.6. Research Question One

What quality makes teaching of economics effective in secondary schools?

SIN	Items	Respondents				
		SA 4	A 3	D 2	SD 1	Mean X=2.5
1	Teacher's effectiveness in teaching economics depends on teacher's educational qualification.	8	1	1	0	3.7
2	Cognitive experience makes teachers to be effective in secondary school setting.	5	2	2	1	3.1
3	Motivation of teachers in form of fulfilling the functions of teachers in the classroom makes teachers effective in teaching/learning process.	9	1	0	0	3.9
4	Because of low esteem of teachers, independence of thought and freedom of action is low in teaching	6	0	2	2	3.0
5	Where prestige of teaching is low, the teacher lacks the influence and authority, which presumably is essential to the success of the teaching/learning process.	7	2	0	1	3.4

*Table 1: Research Question 1 Data
Quality of effective teaching of economics in secondary schools*

5.7. Findings

From the Table above, 8 respondents representing 80 percent Strongly Agreed that educational qualification determines teacher's effectiveness in teaching economics in secondary schools. 1 respondent or 10 percent Agreed while 1 or, 1 percent disagreed. However, the mean of the responses of item one is 3.7 which is more than the out off point for the acceptance mean. Also, in items 2, 3, 4 and 5, the mean score of 3.1, 3.9, 3.0 and 3.4 which is more than the cutoff point of acceptance mean was recorded. This means that effective teaching in secondary schools in Ankpa Local Government Area of Kogi State is determined by educational qualification of teachers, cognitive experience, and motivation of teachers in all aspect of life, recognition of teachers and position of teachers in teaching/learning process.

5.8. Research Question 2

What strategies/methods do teachers adopt to make teaching of economics in secondary schools effective?

S/N0	Items	Respondent				
		SA 4	A 3	D 2	SD 1	Mean = 2.5
1	Right methods and strategies of teaching are adopted by most teachers of economics in teaching learning process	30	30	60	30	2.1
2	Assignment and projects are given to students of economics at the end of each lesson to ascertain their level of understanding before next topic is introduced	20	50	60	20	2.2
3	Grouping and sub-grouping of students in the class are usually adopted by most economic teachers for proper understanding of the subject	30	20	60	40	1.9
4	Class supervision by principals and supervisors from school boards increases the proficiency of teachers	20	50	30	50	1.9
5	Most teachers improvise teaching aid to make teaching of economics interesting and effective in secondary schools.	20	30	50	50	1.7

*Table 2: Research question 2 data
Teaching effectiveness in secondary schools*

From table 2 above, 30 respondents or 20 percent strongly agreed that teacher of economics in secondary school adopts right methods and strategies to make teaching of economics effective to the understanding of the students. 30 represents or 20 percent also agreed while 60 or 40, percent of the respondent disagreed and 30 or 20 percent strongly disagreed. Also, from the analysis, the weighted mean score on items 1 through 5 was less than the cutoff point of mean score meant for acceptance. This implies that most teachers teaching economics in secondary schools lacked the necessary requisites meant for resourceful teaching.

This study is consistent with the finding of Ogunrinde (1999), which states that teacher's effectiveness in teaching is determined by the strategies adopted by a teacher to make his teaching interesting.

5.9. Implication for Secondary Education

The result of this study has important implication to secondary education in Ankpa Local government Area in general and economic teaching in particular.

1. Science teacher's educational qualification affects teacher's effectiveness. This implies that teachers of economics in the local government area of Kogi State should be subjected to training and re-training to modern teaching technique for better productivity and resourceful teaching.

2. For teachers to be effective, motivation in form of remuneration and fringe benefit should be the priority of the employers. This is because lack of motivation of teachers has negative implication on teacher's effectiveness.
3. Teachers as the hub of educational system should be recognize because as a builder of character, they should be held at high esteem and considered as important as other profession in the country. Consequently; the government should hasten the issue of Teacher's professionalization and implementation of Teachers' Salary Scale (TSS) to better their condition for effective and efficient performance.

5.10. Recommendations

Based on the result of findings the following recommendations are made:

Firstly, to make teaching effective, employment of teachers especially economics should be based on assessment through written test and trial teaching to guide against the influx of quacks into teaching profession. This according to Ali (1992) and Ifeta (2012) will ensure competency, commitment and dedication to duty leading to effectiveness in teaching.

Secondly, school heads and government agencies to ensure that right method should supervise teachers regularly and strategies are adopted in teaching/Learning process. I don't care attitude should be removed from various bodies concerned with educational development and replaced with education consciousness.

Thirdly, for effective teaching to be enhanced in secondary school education, the school administration should maintain strict discipline for both teachers and students. The principal of each school should ensure that cordial inter-personal relationship exist between the school authority and the teachers as such recognition could enhance teacher's productivity and effective teaching.

Fourthly, the head of schools should make sure that necessary facilities like teacher's texts, guides, and note book for lesson preparation, tables and chairs, syllabus, chalks, class register and teaching aids are made available to teachers to enhance effective teaching.

Finally, principals and their vice(s) should examine records of class assessment regularly. This is so because such records can be used to assess teacher's performance in class.

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