

## Assessment of the Teaching Behaviours of Economics Teachers in Secondary Schools in Enugu North LGA, Enugu State

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### ABSTRACT

This study sought to assess the teaching behaviours of Economics teachers in Secondary schools in Enugu North Local North Government Area of Enugu State. The design of the study was a descriptive survey. 194 respondents from SS3 student were used for the study. They were drawn from 2 boys schools and 2 girls schools. (male = 100, female 94). A five point Likert questionnaire was used to collect data. The questionnaire consists of 28 items drawn from the activities of teaching behaviours as regards the teacher presentation of subject matter, class control and personality characteristics. Data were analysed using mean scores, standard deviation and t-test statistic. Results showed that Economics teachers in Enugu North Local Government Area performed to a very great extent in all the activities of teaching behaviours as regards the constructs examined. Again male and female students differ significantly ( $p < 0.05$ ) in the mean response ratings of the teaching behaviours of Economics teachers as regards the constructs. Since Economics teachers in Enugu North Local Government Area performed satisfactorily to a very great extent in their teaching behaviours, the implication is that they are very conversant with the Economics curriculum in use in secondary schools and should keep it up. It is recommended that there should be periodic seminars and workshops geared towards improving teaching effectiveness as regards all the teaching behaviour constructs so as to sustain the good performance.

### Introduction

The importance of Economics cannot be overemphasized as it focuses on how people and society choose with or without the use of money to employ scarce productive resources that could have alternative uses to produce various commodities overtime and distribute them for consumption now or in the future among various persons or groups in society (Thingan, 2009). Thus, through Economics, people learn how to choose and make use of their limited resources which have alternative uses in producing and distributing goods and services and exchanging them for consumption purposes in a growing and changing society. The study of economics is also indispensable in any country that is interested in providing training techniques and tools of economic analysis and researchers who can contribute to the development of society (Osamwonji, 1988).

Furthermore, people require basic understanding of Economics as they become aware of the effects of national and global economic conditions on their individual lives. Again Economics provides the expert employment in various fields such as banking, teaching and production firms thus reducing the employment problems prevalent in the society.

Despite the values of the study of Economics, the teaching and learning of the subject in secondary schools in Nigeria is not satisfactory. According to Chief Examiner's report on Economics in May/June 2000 (WAEC2000) the overall performance in the subject was fair. In the report, the following weaknesses were noticeable among the candidates. They includes, disobedience of the rubrics, poor knowledge of the syllabus, inability to draw and label diagrams properly, inability to explain identified points and outright misinterpretation of some questions. The Chief Examiner's report of May/June 2009 (WAEC 2009) was worse. There was an overall poor performance in the subject. All the Chief Examiner's report pointed accusing fingers to the ill-preparedness for the examination and poor coverage of syllabus. It was suggested that teaching should be effective to remedy candidates' weaknesses and that teachers should endeavour to emphasis relevant technical terms, give good notes and mark students' notes and assignments regularly.

However, the State of Arts in Economics education teaching in secondary schools do not seem to represent effective teaching behaviour of the economics teacher since the most important and obvious of all determining of good teaching is the achievement of the students. In fact, student's performance in both WAEC and NECO has since been abysmal (Obi and Ewuzie, 2014 ). Analysis of performance rate in WAEC since 2008 showed that it was only in 2011 that 42% of candidates recorded credit passes in 5 subjects with English and Mathematics. For other years according to Obi and Ewuzie percentage pass rate hovered between 23 to 38 percent. The blame on the worrisome poor performances goes to all stakeholders including teachers. The teachers' lackadaisical attitude was noted. In the 2013/2014 Education for All Global Monitoring Report, the UNESCO Director General stated that an education system is only as good as its teachers and unlocking their potential is essential to enhancing the quality of learning (Obi and Ewuzie 2014).

Thus, it appears that the quality of the teachers and the teaching of economics has not been satisfactory (Ugwu, 2012). The economics teachers may be using unsatisfactory methods and approaches which instead of promoting student's achievement in learning outcomes and productivity will rather hinder them. Hence there is the need for assessing the teaching behavior of economics teachers if the achievement of set purposes will be made.

Furthermore, there is a growing interest in the assessment of teachers occasioned by best practices in the profession. Thus interest is fostered by current needs for accountability and quality improvement in the teaching profession. There is also the need for assessment summative as a tool to ascertain whether teachers satisfy required standards and formatively to formulate guidelines for professional development.

However, assessment of the teaching behaviour has always been done by outside or external supervisors from secondary school service commission and ministry of education. The students themselves do not make an input. This research intends to fill the gap. There is also the obvious necessity to measure properly skills required for task performance in economics teaching. This research therefore focuses on those teaching skills that are critical and which should be assessed

for greater teaching effectiveness and more excellent achievement of students especially in public examinations.

### **Purpose**

Some factors of teaching behaviours seem to have been hindering effective learning of Economics which if not properly investigated the achievement of the aims and objectives of Economics in secondary schools cannot be reasonably guaranteed. The factors includes teacher subject matter presentation, class control and personality characteristics. The study sought to find out the extent of performance in teaching behaviours in each of the constructs as perceived by the economics students. It is hoped that the assessment of the teaching behaviours would help to find out what skills they need to improve upon for greater effectiveness. It will also provide bits and pieces of information on the competence requirements in training economics education teachers. This study therefore intends to improve teacher effectiveness, increase achievement and win more students to economics by assessing the teaching behaviours of economics teachers in secondary schools in Enugu North Local Government Area of Enugu State. Specifically the study sought to answer the following research questions and hypothesis.

RQ<sub>1</sub> What is the extent of performance in teaching behaviours of the economics teachers as regards the constructs presentation of subject matter, class control and personality characteristics.

RQ<sub>2</sub> What is the mean response rating of male students when compared with female students on the teaching behaviours of economics teachers as regards the constructs (1 – 3)?

HO<sub>1</sub> There is no significant difference ( $P < 0.05$ ) between the mean response ratings of male and female students on the teaching behaviours of economics teachers as regards the constructs (1-3).

### **Procedure**

This study employed a descriptive survey research design. The investigation was carried out during a normal school term. Intact classes were used. The sample comprised 194 respondents made up of 100 male and 94 female sampled from a population of 883 economics students. The researchers employed purposive stratified random sampling technique to select the respondents from the public secondary schools in Enugu North LGA of Enugu State.

The instrument used for the data collection was a forced choice five point likert type questionnaire constructed from various items of teacher behaviours on the constructs presentation of subject matter, class control and personality characteristics. Each item of teacher behaviours was scored on a maximum of 5 points: 5 outstanding, 4 very great extent, 3 great extent, 2 little extent, 1 none at all. The cumulative score of each student gives the score on the construct.

The questionnaire was administered by the researchers and collected back immediately on completion to minimize loss. The data collected was subjected to descriptive statistics of mean and standard deviation while t-test statistic was employed to test the hypothesis.

### **Results**

Two research questions were answered in this study. The research question one is, what is the extent of performance in teaching behaviours of the economics teachers as regards the constructs, presentation of subject matter, class control and personality characteristics in Enugu North LGA?

Table 1. Mean scores of the performance of economics teachers on the constructs assessed.

S/No.	Construct	Mean Score	Standard Deviation	Decision Rule
1.	Presentation of Subject matter	3.65	0.20	VGE
2.	Class Control	3.39	0.08	GE
3.	Personality Characteristics	3.66	0.16	VGE
	Grand Mean	3.56	0.16	VGE

Table 1 show that the economics teachers in Enugu North LGA performed to a very great extent in all the activities of the teaching behaviours as regards the constructs assessed by students with a mean score of 3.56 and standard deviation 0.16. The economics teachers performed highest on personality characteristics with a mean response rating of 3.66 and standard deviation 0.16, then followed by presentation of subject matter with a mean response rating of 3.65 and standard deviation 0.20. In both personality characteristics and presentation of subject matter, the economics teachers were adjudged to have performed to a very great extent.

Finally, the lowest response rating of the teaching behavior of economics teachers was on class control with a mean response rating of 3.39 and standard deviation 0.08. The performance on class control was to a great extent.

Research Question 2 is what is the mean response rating of male students when compared with female students on the teaching behaviours of economics teachers as regards the constructs (1 – 3)?

Table 2: Mean Response rating and standard deviation of the teaching behaviours of the economics teachers according to gender.

S/No.	Construct	Male x	Sd	Decision	Female x	Sd	Decision
1.	Presentation of subject matter	3.27	0.25	GE	4.04	0.18	VGE
2.	Class Control	3.17	0.12	GE	4.10	0.19	VGE
3.	Personality characteristics	3.18	0.13	GE	4.10	0.19	VGE
	Mean of means	3.22	0.18	GE	4.00	0.18	VGE

Where GE = Great extent  
VGE = Very great extent

Table 2 shows that while male students response rating show that the economic teachers perform to a great extent, the female students response rating show they perform to a very great extent in all the activities of the teaching behaviours as regards the constructs (1 – 3). Thus male and

female students differ in the mean response ratings of the teaching behaviours. The difference is in favour of female students who rated their economic teachers higher than the male students in most of the activities of the teaching behaviours.

### Research Hypothesis

HO<sub>1</sub> There is no significant difference ( $P < 0.05$ ) between the mean response ratings of male and female students on the teaching behaviours of economics teachers as regards the construct (1-3).

Table 3: Results of t-test calculation of the ratings of economic teachers teaching behaviours as regards the constructs according to gender.

S/No.	Construct	Male Male X <sub>1</sub>	Female Mean X <sub>2</sub>	Sd <sub>1</sub>	Sd <sub>2</sub>	df	T-cal	T-crit	Decision
1.	Presentation of subject matter	3.27	4.04	0.25	0.18	192	-24.76	-1.96	S*
2.	Class Control	3.17	3.68	0.12	0.16	192	-25.00	-1.96	S*
3.	Personality characteristics	3.18	4.10	0.13	0.19	192	-39.15	-1.96	S*
	Mean of means	3.22	4.00	0.18	0.18	192	-30.00	-1.96	S*

Df = degree of freedom, Sd = Standard deviation

S\* = Significant at 0.05 probability level

The results in Table 3 shows that the t-calculated value for the teaching behaviours as regards constructs 1 – 3 is greater than the t-critical value from table at 0.05 level of significance. Since the calculated value of **t** is greater than table value for **t**, it means that the hypothesis that states that there is no significant difference between the mean responses ratings of male and female students as regards the teaching behaviours of economics teachers is rejected.

Therefore the observed difference in the mean response ratings of the male and female economics students is real and cannot be attributed to chance. Thus there is a significant difference ( $P < 0.05$ ) between the mean response ratings of male and female students in the teaching behaviours of economics teachers in Enugu North Local Government Area of Enugu State.

### Discussion

The study assessed the teaching behaviours of economic teachers in Secondary Schools. The research question one aimed at finding out the extent of performance of teaching behaviours of the economics teachers as regards the construct teacher presentation of subject matter, class control and personality characteristics. From the result of the analysis, the economics teachers performed to a very great extent in all the activities of the teaching behaviours.

The finding is in line with Stokking and Verloop (2006) study on student's assessment of teacher beliefs and behaviour in economics. The student rated their economics teachers 3.12 on the average on teacher behaviours which was said to be good performance.

The finding of the research is also in agreement with Anyanwu (2001) who found that religious education teachers performed to a great extent on all the activities in each of the six constructs

studied which includes lesson plan, teacher presentation of subject matter, evaluation, class control, personality characteristics and religious characteristics.

Furthermore, since all the students agree that the economics teachers performed all the activities of teaching behaviours to very great extent, what remains is for the students to reciprocate by putting up a corresponding very great extent performance in their academic works and examinations.

Furthermore, research question two aimed at finding out the mean response ratings of male students when compared with that of female students in the teaching behaviours. The result of the analysis shows that male and female students differ in the mean response ratings of the teaching behaviours of the economics teachers. The mean response rating of the female students was higher than that of the male students. The result is not surprising because female students are by nature more emotional than the male ones and this difference may have accounted for the observed differences in response ratings of the students. Anyanwu (2001) used the adjective that best describes male and females; she identified the males as confident tough and unemotional. Thus, if male students are tough and unemotional, it is not surprising that they are less liberal in awarding marks to their teachers.

The only hypothesis tested sought to find out if there exists a significant differences ( $P < 0.05$ ) between the mean response ratings of male and female students in the teaching behaviours.

From the analysis, the mean response ratings of male and female students on the teaching behaviours of the economics teachers differ significantly at 0.05 level of significance. This finding also agrees with Ekpo as reported by Anyanwu (2001) that teacher set affect the ways in which teachers react to curriculum. However, the result differs from Anyanwu's finding which showed that male and female religious education teachers do not differ significantly as regard each of the constructs studied.

### **Conclusion**

From the findings and discussions it could be observed that the economics teachers in Enugu North Local Government Area of Enugu State teach the subject satisfactorily to the students. This tends to imply that they are very conversant with the economics curriculum.

Again, the significant difference in the mean response ratings of the male and female students shows that the students are examining the economics teachers teaching behaviours from different perspectives. Furthermore, the significant difference in favour of female students shows that they are more positively disposed to their economics teachers and their teaching than their male counterparts. This is argueably important if it translates to attracting more female students to the course very vital for economic development of our society.

### **Recommendations**

The economics teachers should cultivate sustainable characteristics so as to continue to work assiduously in the teaching of the subject for better performance of the students in examinations.

To sustain this trend also stakeholders should ensure that only qualified economics teachers with high intellectual abilities are always recruited into the profession.

Results of this type of student's assessment should be released to the teachers to help diagnose areas of strength and weaknesses for greater performance.

Periodic seminars and workshops geared improving teaching effectiveness as regards all the teaching behaviours constructs should be organized so as to sustain the good performance.

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