

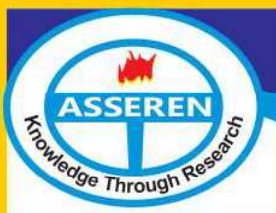


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IMPACT OF INNOVATIVE TEACHING PRACTICES ON THE ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN ECONOMICS IN ILORIN METROPOLIS

Jumoke I. Oladele, Olufemi T. Akano, Mathew H. Joseph and H. O. Owolabi

Abstract

This study examined the impact of innovative teaching practices on the academic performance of secondary school students in Ilorin metropolis. The study adopts the ex-post factor research design. The population for this study was all senior secondary students offering Economics and Economics teachers in Ilorin metropolis while the target population is Senior Secondary two students offering Economics and teachers in charge. A total number of one thousand, three hundred and ten students taught by eighteen teachers constituted the sample for the study using purposive sampling technique. The instrument used for the study was a researcher designed Teachers' Perception on Students' Academic Performance Questionnaire and a Proforma. The questionnaire had 3 sections. Section A covered the demographic information of the teachers, Section B; teaching methods, Section C; challenges affecting the use of innovative teaching methods. The Proforma was designed for obtaining students second term scores in Economics. Four research questions were raised and one hypothesis was tested which guided the study. Descriptive statistics of frequency and percentages was used to answer the research questions while Chi-square was used to test hypotheses. Results show that student's academic performance in Economics is below average due to the non-use innovative teaching method. Recommendations were given that teachers should be encourage to use innovative teaching strategies in the classrooms which would in turn improve the academic performance of students in Economics.

Keywords: Economics, Innovation, Teaching Practices, Economics Teachers, Academic Performance.

Introduction

Education has been viewed from different perspectives to mean different things all over the world. To some, education is the ability to read, write and reproduce. Some view it as an instructional package that makes individual becomes a productive member of his/her society. However, Oladosu (2010) described education as a process by which knowledge, skills, attitudes, beliefs etc. of a society are transmitted from one generation to another through a well-defined method. Jekayifa and Kolawole (2010) describes education as a life-long process of stimulating the mind, feelings and directing mental energies towards general and specific goals of development and refinement of one's faculty.

Thus, education encompasses all processes of human learning which enable the recipient to acquire, develop and cultivate new capacity to solve their peculiar problems and those common to the society in which they live. According to Ayeni (2011), teaching is a process that involves bringing about desirable changes in learners to achieve specific outcomes. Ganyaupfu (2013) explained that teachers need to be conversant with numerous teaching methods that take recognition of the magnitude of complexity of the concepts to be covered, if teaching is to be effective. It is likely true that successful learning depends on various factors other than that of the teacher. The technique that a teacher uses continues to play an important role in students' learning and in their academic achievement. It should be recognized that the strategy used by the

teachers account for the outcome of their teaching.

Economics has been defined as the study of how man allocates their limited scarce resources to provide for their various wants or needs (Awoke, Oluche, Agudozie, Mackins & Oruta (2002). The teaching and learning of Economics is therefore vital to societal development; widely acknowledged through its integration into the senior secondary school curriculum (Federal Republic of Nigeria, 2013). This position is further strengthened by the National Policy on Education which states that senior secondary education should be provided with entrepreneurial and career skills for self-reliance and social development. In addition to the importance of Economics, Okunloye (2001) stated that Economics as a subject in senior secondary schools has dual status, that is, it is both a core subject for students in social science/commercial or art classes while students in science class offered it as elective subject either because of the uncertainty in term of future career or for the fulfillment of maximum requirement of nine subjects by WAEC/NECO. Also, Economics is a basic entry requirement for admission into most management and social science courses in most Nigerian Universities.

Teaching at any level of education is to bring a fundamental change in the learner (Ganyaupfu, 2013). To facilitate the process of knowledge transmission, teachers are to apply appropriate teaching technique that best suit specific objectives and level of outcomes. In the traditional epoch, many teaching practitioners widely applied student-teacher centered approach to impact knowledge to the learners compared to student or teacher-centered approaches. Research on teaching and learning process constantly examines the extent to which different teaching techniques enhances growth in student learning (Guirguis & Pankowski, 2017). This is applicable to

teaching Economics as instructional strategy is a veritable tool for the conveyance of the principles and theories of Economics for the achievement of the subject goals.

The challenges that educators face in the 21st century are so diverse that using better teaching methods is more crucial now than ever before. Atherton (2013) identified teaching method as one of the factors why Economics is difficult for students. The assertion of Valenčič Zuljan (2010) reflected that instructional technique employed by the teacher plays important role in the acquisition of skills and meaningful learning. Valenčič Zuljan (2010) further opined that there are numerous techniques available for teachers to employ in order to teach a lesson and promote life-long learning. This is especially so as Economics has been termed as a living subject and has to be taught and learned in a practical and realistic way (Federal Republic of Nigeria (FGN), 2013). Jekayinfa (2008) stressed that for a teacher to effectively sustain the attention, interest and concentration of the students, he should know what to teach (content), how to teach (method) and the best way of organizing the different techniques used in the class to achieve certain degree of learning and the purpose of the general instructional strategies.

The increasing nature of poor academic performance of senior secondary school students especially in external examinations like WAEC, NECO, NABTEB and GCE tend to shift the blame on the teaching methodology adopted by the teachers among others. Ajayi and Yusuf (2010) observed that, poor learning outcome of students could be attributed to poor methods of instruction and classroom interaction medium employed. Conventional teaching method has been the method used in conveying information to students. This implies that students obtain information from their teacher without building their engagement level with the subject being taught.

One of the objectives of Economics in senior secondary school curriculum is to enable students to contribute intelligently to discuss on economic reforms and development as they affect the generality of Nigeria. Students' qualitative knowledge of Economics brings about Nation's sustainability and problem solving in economics. This however, demands a shift upward in the performance of Economics students so as to meet up with the contemporary and the future challenges. Research evidence from previous studies indicates that a student-centered learning environment seems to produce higher-level learning outcomes more efficiently than a traditional Student or teacher-centered environment (Ganyaupfu, 2013). The general purpose of this study is to examine the influence of Innovative Teaching Practices on secondary school students' academic performance in Ilorin South. The following research questions are formulated to guide the study:

1. What is the academic performance of secondary school students in Economics in secondary schools in Ilorin Metropolis?
2. What are the prevalent teaching methods employed by secondary school's teachers to teach Economics in secondary schools in Ilorin Metropolis?
3. Does the teaching methods employed by secondary school teacher's impact significantly on students' academic performance in Economics in secondary schools in Ilorin Metropolis?

Research Hypothesis

H_{01} : There is no significant impact of the method employed by the senior secondary school teachers on students' academic performance in Economics.

Methodology

The study adopted an ex-post facto research design meant to find out the impact of innovative teaching practices on the academic performance of secondary school students in economics. It deemed appropriate because, it is a substitute for true experimental research and can be used to test hypothesis about relationships, where it is not practical or ethical to apply a true experimental. The population for the study comprised all senior secondary school students offering Economics and their teachers. The target population is all senior secondary two students offering Economics and their teachers in Ilorin metropolis, Kwara State. A two-stage sampling technique was employed in drawing the study sample. Ilorin Metropolis has three local governments, Ilorin-east, Ilorin-south and Ilorin-west with a total of 66 schools. Using simple random sampling (deep hart method), seven schools was selected from Ilorin East, five from Ilorin South and seven from Ilorin West. All Senior Secondary two students and their teachers were purposively sampled. Purposive sampling was used to select Economics students in SS two having covered most of the senior secondary curriculum in Economics. A total of one thousand three hundred and ten students taught by eighteen teachers constituted the sample for the study.

The instruments used for this study were Teachers' Perception on Students' Academic Performance Questionnaire and Profoma. The questionnaire had three sections. Section A was designed to collect demographic data of the teachers such as the teachers' sex, age, academic qualification and year of experience, Section B was designed to elicit information on the teaching method employed by Economics teachers while Section C; the challenges militating against the use of innovative teaching methods. The proforma was designed to collect students' 2nd term scores in

Economics. The questionnaire was subjected to face validation done by test and measurement experts while the reliability of the instruction was established using 20 SSII Economics students in private school. The responses from the questionnaire were subjected to Cronbach's alpha method of internal consistency reliability analysis and a reliability co-efficient of 0.80 was obtained. Research questions one and two were analyzed using descriptive statistics of mean and standard deviation while research questions three was answered using frequency and

percentages. Research four had corresponding hypotheses one; tested using of chi-square statistics.

Results

Research Questions One: What is the academic performance of secondary school students in Economics in Ilorin East LGA?

To answer research question one, the second term scores of the students was collected using a proforma and analyzed using mean statistics with a cut score of 50% as shown in Table 5.

Table 1: Mean Score of secondary school students academic performance in Economics

	N	Minimum	Maximum	Mean	Std. Deviation
Scores	1310	26.00	81.00	49.9901	10.01797

As shown in Table 1, with a mean score of 49.9%, the academic performance of students in Economics was just about average considering the average score of 50.0%.

Research Questions Two: What are the teaching methods employed by secondary schools teachers to teach Economics in Ilorin East LGA?

Teachers were asked to indicate the teaching methods employed by secondary school's teachers to teach Economics in Ilorin East LGA. Methods were categorized into teachers centered, student centered and student-teacher centered methods. While teacher centered, methods are non-innovative methods, student and student-teacher centered methods were innovative methods. A mean response of 1.5 and above show that innovative teaching method was in use as shown in Table 6.

Table 2: Teaching Methods employed by secondary schools teachers to teach Economics

Teaching Methods	Mean	Std. Deviation
Teacher Centered	1.7500	.45227
Student Centered	1.2500	.45227
Student-Teacher Centered	1.1667	.38925

As shown in Table 2, with a mean response of 1.75, 1.25 and 1.16 respectively, teacher centered method was in use, while students centered and student-teacher centered was not

in use. This show that teachers mostly employ teacher centered methods which were non-innovative methods for teaching Economics in Ilorin Metropolis, Kwara state.

Test of Research Hypotheses

Hypothesis One: There is no significant impact of teaching method on students' academic performance in Economics in Ilorin-East Local Government Area of Kwara state.

The impact of teaching method on students' academic performance in Economics was

Table 3: Impact of Teaching Method on students' academic performance in Economics

Academic performance	Teaching Methods			Total			
	Teacher Centered Count (Expected)	Student Centered Count (Expected)	Student-teacher Centered Count (Expected)		Chi Square Value	P Value	Decision
Fail	403(427.4)	208(168.7)	95(109.9)	706	44.014	0.00	Reject
Average	231(225.2)	82(88.9)	59(57.9)	372			
Good	92(87.2)	20(34.4)	32(22.4)	144			
Excellent	67(53.3)	3(21.0)	18(13.7)	88			
Total	793	313	204	1310			

As shown on Table 3, with the chi-square 44.014 value significant 0.05, and p-value: 0.00 less than the significant value 0.05, H_{01} is rejected. This connotes that there is a significant impact of teaching method on students' academic performance in Economics in Ilorin Metropolis, Kwara state. With the highest frequency count of 793 showing that teachers employed teacher centered method mostly in teaching Economics, this could be a contributory factor 706 students having failed performances in Economics.

Discussion

The primary purpose of teaching at any level of education is to bring a fundamental change in the learner (Tebabal & Kahssay, 2011). These changes are reflected in the academic performances of students which is the yard stick for ascertaining the extent to which students have learnt. This study revealed that

with a mean score of 49.9%, the academic performance of students in Economics was just about average considering the average score of 50%. This finding is similar to that of Adu, Ojelabi and Hammed (2009) who studied the achievement of students in senior secondary school Economics for duration of ten years (1996-2005). The result of the findings showed that 26.2% of the students had grade A-C and 31.6% had between pass (7-8) while 41.9% failed. Similarly, the study also corroborates that of the West African Senior School Certificate Examination (WASSCE) result of senior school students' performance in Economics from 2004 to 2014 years which revealed that the mean percentage of students who passed economics at credit level from 2004 to 2014 was 49.6%. Studies carried out by Aina and Olanipekun (2015) also showed that that subject matter knowledge expressed by the method of teaching as well as pedagogy studies among others are imperative and positively

correlated with student's academic achievement. This study also revealed that teacher centered methods were mostly in use, while students centered and student-teacher centered was not in use. This shows that teachers used non-innovative methods for teaching Economics in Ilorin-east Local Government Area of Kwara state. Qutoshia and Tikaram (2014) stressed that since the aim of classroom teaching and learning of Economics is to satisfy the set objectives of instructions with the aim of attaining the goals of education, there is need to introduce innovative teaching in the classrooms in order to create a student-centered approach of teaching. The findings of this study is supported by that of Lartey (2016) and Yidana (2014) who discovered that innovative mode of instruction such as problem-based teaching, inquiry/discovery learning, collaborative learning, and inductive/deductive techniques, which foster critical thinking and reflection among Economics teachers and students, are often relegated to the background. Furthermore, the findings of Ganyaupfu (2013) corroborates this study who reported a mean scores which demonstrated that teacher-student interactive method was the most effective teaching method, followed by student-centered method while the teacher-centered approach was the least effective teaching method.

This study also revealed that there was a significant impact of teaching method on students' academic performance in Economics in Ilorin Metropolis, Kwara state. With the highest frequency count of 793 showing that teachers employed teacher centered method mostly in teaching Economics, this could be a contributory factor 706 students having failed performances. This finding is supported by Adu and Oshati (2014) whose findings revealed that the teaching strategies employed by teachers are vital in determining the academic performances of students in

Economics. Adu (2009) stresses that while the student angle in learning of economics is a worthwhile aspect to consider since they are the ones, who actually write the examinations, and they are indeed the final product of the entire process, the teacher role should not be jettisoned in any way. Also, May/June WAEC Chief Examiners' Reports (2013) and Valenčič Zuljan (2010) revealed that the poor performance of the candidates could be attributed to the widely-used lecture method by most of the Economics' tutors teaching Economics in the secondary schools. As such, both teaching and learning depend on teachers who produce desired results in the course of his duty as a teacher (Uchefuna, 2010). This however shows the importance of the role of a teacher in learning of economics as teachers who bring their wealth of experiences in teaching; arouse the interest of the students to academic excellence.

Conclusion and Recommendations

Student's academic performance in Economics is below average due to the non-use of innovative teaching method. Bearing in mind that Economics as a subject in senior secondary schools has dual status of a core subject for students in social science/commercial class or art class and elective subject for students in science class as either because of the uncertainty in term of future career or for the fulfillment of maximum requirement of nine subjects by WAEC/NECO as well as being a prerequisite for most Social Sciences courses in higher institutions of learning.

There is need to constantly organize seminars and workshop to educate and train teachers in the use of innovative teaching strategies in the classrooms among teachers in order to create a student centered approach of teaching which would in turn improve the academic performances of students in Economics.

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