



INFLUENCE OF TEACHING METHODS ON LEARNING OUTCOME OF SENIOR SECONDARY SCHOOL STUDENTS IN ECONOMICS IN APA LOCAL GOVERNMENT AREA OF BENUE STATE.

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Abstract

Teaching methods are the various techniques used by educators to help learners achieve expected learning outcomes. They are very important when it comes to teaching and learning. Educators or teachers have to choose the teaching method appropriate for a lesson in order to achieve learning objectives. This study examines the effects of teaching methods on the learning outcome of senior secondary school students in Economics. The study used content analysis, recent works of various authors on teaching methods and learning outcomes were thoroughly reviewed. The study also reviewed different teaching methods as they apply to teaching and learning of Economics in senior secondary schools. Inferences were drawn from the predominant arguments in the reviewed literatures. The study concludes that teaching methods have significant effects on the learning outcomes of senior secondary school students in Economics. Regular training for teachers on classroom management and teaching methods was recommended among others.

Keywords: Teaching methods, Learning outcome, Economics, Content, Techniques

Introduction

There is a dynamic interplay between teaching methods and the learning outcome of students. This particularly holds in economics education, where the effectiveness of various pedagogical approaches can significantly shape the comprehension and retention as well as the application of economics concepts by learners. Lawal and Victor-Akinyemi (2018), opined that the level of understanding of economics a student acquires determines the ability of such a student to solve economic problems and make rational decisions concerning the society. This makes it imperative for economic educators to employ the right teaching method for teaching economics most especially at Senior Secondary school levels. Since this subject is one of the subjects offered at the senior secondary level in Nigeria (Lawal and Victor-Akinyemi, 2018).

Teaching is a process of transmitting knowledge, attitudes and skills in accordance with professional principles (Ayeni, 2011). Teaching has to be done with passion and zeal with necessary professional skills to achieve result. Teaching economics effectively must be done with using effective teaching method. Adunola (2011), opined that there is need for teachers to be conversant with numerous teaching strategies that take recognition of the size of the complexity of the concepts to be covered for teaching methods to be effective. Many literatures

have it that achieving an expected learning outcome largely depends on the effectiveness of the teaching methods used by teachers.

The main purpose of teaching is to achieve a good learning outcome. Tebabal and Kahsay (2011) as cited in Isa et al (2020) argued that bringing out significant change in learners is the main purpose of teaching at any level of education. A teacher cannot be separated from teaching method; neither can teaching be separated from learning. For teaching to be effective the right teaching method must be adopted by the teacher. Isa et al (2020) considered teaching Methods under three broad categories; which includes: Teacher-centered method, Student-centred method and Teacher students' interactive method. Student-centred method of teaching has been found to be the most effective since it promotes interest, analytical research, critical thinking and enjoyment among students (Hesson and Shad, 2007). This study seeks to examine the effects of teaching methods on the learning outcome of senior secondary school students in Economics.

Teaching is a process of transmitting knowledge, attitudes and skills in accordance with professional principles (Ayeni, 2011). Teaching is the profession of those who impart knowledge or skills, most especially in an elementary or in a secondary or in a university (Isa et al, 2020). Teaching can be seen as a process of imparting knowledge, skills, or



information to others in a structured and organized manner. Teaching is a process that involves bringing about desirable changes in learners so as to achieve learning outcome (Ayeni, 2011). Al-Rawi (2013), opined that teaching method is the mechanism used by the teacher to organize and implement a number of educational means and activities to achieve certain goals. It helps to reflect the success of the learning process as well as the competence of the teacher. Chang (2010) cited in Isa et al (2020), "teaching methods works effectively if they suit the needs of learners since every learner responds to questions in a unique way". Researchers have identified a number of teaching methods for classroom setting among which is Brainstorming method (Junaid and Ayinde, 2018). Teaching methods includes; Brainstorming methods, Lecturing method, Project method, Field trip or excursion method, Peer tutoring method among others.

Mahajan and Singh (2017), likened learning outcome to navigation tool such as GPS. Adam (2004) as cited in and Singh (2017), Learning outcomes are written statements of what a successful learner is expected to achieve at the end of the programme module or a course. Learning outcomes are statements of the knowledge, skills and abilities individual students should possess and can demonstrate upon completion of a learning experience or sequence of learning experiences. Learning outcomes should be specific and well defined. When developing a list of student learning outcomes, it is important that statements be specific and well defined. Outcomes should explain in clear and concise terms the specific skills students should be able to demonstrate, produce, and know as a result of the program's curriculum. Learning outcome focuses on learning products and not the learning process. Al-Shammari (2011), opined that 'Learning outcome provides information on learning levels that students need to attain to achieve targeted educational objectives'. Mahajan and Singh (2017), identified the following benefits of learning outcomes:

- Learning outcomes help the teacher to select the right teaching strategy
- With it teachers find it easy to plan lesson
- It serves as a kind of evidence that learning really took place
- It helps remove the risk of wasting time
- It removes unnecessary stress from the students
- It helps the accreditation agency to determine whether learning objectives were met or not.

Ganyaupfu (2013), examined the effectiveness of teaching methods on the academic performance of students using a Primary data A sample of 109 undergraduate students were used in the study.

ANOVA was used as a method of data analysis. The result revealed that teacher-student interactive method is the most effective method of teaching , while student-centered and teacher- centered are less effective. Al-Rawi (2013), examined the effects of teaching methodology on Quality of learning using a qualitative analysis. The study presented the characteristics of some methods of teaching and compared them so as to choose the ones that provide the teachers with high competence. Nafiu (2016), examined the factors influencing the effectiveness of economics teachers in some selected public secondary schools in Sokoto metropolis using primary data. Questionnaires were used as a method of data collection from a sample of 53 economics teachers. Mean and frequency distribution was used to analyze the data. The study found that poor method of teaching; inadequate instructional materials and mental health of teachers have influence on the effectiveness of Economics teachers.

Munawaroh (2017), examined the influence of teaching methods and Learning Environment on the Students' Learning achievement in Craft and Entrepreneurship subject at Vocational High School in Indonesia. The study adopts questionnaire, interviews and observations as methods of data collection. Data collected were analyzed using multiple regression analysis. The result revealed that Teachers teaching method and learning environment influenced the students' learning achievement. Junaid, an Ayinde (2018), examined the effects of two teaching methods on the achievement of students in junior secondary school social studies in Ibadan Metropolis using multistage sampling techniques in selecting the sample. The data collected from 12 teacher and 188 students in 6 junior secondary schools in 3 Local government Areas were analyzed using Analysis of Covariance (ANCOVA). The result showed that brainstorming and Project methods of teaching had significant effects on academic achievement of students in Social Studies. The study recommends Brainstorming teaching method for effective teaching. Isa et al (2020), examined the impact of teaching methods the academic performance of the secondary school students in Nigeria using a descriptive research design. A total population of 180 students in three secondary schools in Nassarawa Local Government area of Kano State were targeted. A sample of 60 students were selected .The study used percentages and pie charts to analyse the data. The result revealed that teaching methods have great effects on academic performance of students. The study recommends student-centered and teacher-student interactive methods for effective teaching and learning. Oke(2020), examined the relationship between teaching methods and students'



academic performances in Ibarapa East Local Government area Secondary schools using a sample of 100 students all the secondary schools in the local government area were used for the study. General Linear Model based univariate ANOVA technique was used to analyze the data. The result revealed that teacher-students interactive method of teaching was the most effective teaching method, followed by student-centered method and the teacher-centered. The study suggests the new approach method of teaching for effective teaching.

Kakuand Arthur(2021), evaluated the effects of Economics teachers Pedagogical strategies on Economics Students' academic Achievement in some selected High Schools in central region of Ghana using a descriptive survey research design. The study employed questionnaire as a method of data collection and used Simple Linear regression to analyzed the data. The result shows that active involvement of students by economics teachers had significant positive effect on the academic achievement of students in Economics. The study recommends the teaching methods which gives room for involvement of students in teaching and learning economics. The study concludes that teaching and learning resources should be used during teaching and learning. Kurt and Sezek (2021), investigated the effect of different teaching methods on Students engagement in Lesson and scientific process skills using quasi-experimental method .A sample of 185 secondary school students in Yakutiye district, Erzurum province of Turkey were selected. The study revealed that significant difference was determined in favor of group which were taught with peer instruction and Combined method.

There are numerous methods of teaching which can be adopted by teachers (economic educators inclusive) in the process of teaching and learning. Lecture method is one of the methods of teaching. It involves oral presentation of teaching. It is mainly used for informational subjects such as History, religion studies etc. In this case the teacher is active, while the students are passive. The teacher does the talking. This method is teacher-centered. Another notable one is discussion method. It is another form of oral teaching. In this case the teacher involves the students. Teacher can throw the topic to be taught opened to the learners for discussion. Teaching subjects such as mathematics, Economic, History etc can apply discussion method.

In the case of peer-tutoring method, the teacher selects a learner who performed well in the subject to tutor others who may be having challenges in learning a particular concept. This method makes learners to make friends. It is an effective method of teaching because it helps students to learn from their friends.

Students who tutor others also learn to be responsible. This method of teaching also makes learning to be permanent. Project method is also commonly used among educators. This method involves assigning tasks to learners. In this case the teacher assigns tasks to the learners and gives them enough time to complete the tasks. The teacher therefore encourages the learners to carry out their tasks. This project work could be in group or on individual based.

Questioning method involves questions and answers. In this case, the teacher carries out his teaching using questioning method. This method gives room to the students to get involved in teaching and learning process. This method helps the learners to develop reasoning skills. There is also debate method, which Involves argument between two groups or two learners. It is related to debate method. In this case, learners learn from each other through argument based on individual views. The teacher therefore serves as an instructor in this case and provides proper guide for the students. This method helps the students to develop communication skills. It also prepares the learners for public speaking. Story Telling method is another teacher-centered method which involving telling stories. This enables the learners to learn through story telling. This is commonly used at Pre-primary levels.

Role Playing Teaching Method involves acting the way one would act when given a certain position. Learners act or play a certain role in a group; this method of learning can be employed at all levels of education. In role-playing student make mistakes without feeling threatened by the situation. Those who participate in role-playing maintain relationship and the teacher clearly define the problem which the group is to role-play. The relevant problem may be solved; this method can be applicable when teaching arts or Drama. Demonstration method is a practical method of teaching where the teacher demonstrates to the learners. The learners watch the teacher as he demonstrates, by this learning takes place. This method can be described as "do-as-I do" method. Memorization method on the other hand, is a method of teaching which involves an act of using repetition to memorize facts. It is probably used in science or in mathematics in which questions, formulae even answers at time are printed on the flash cards to help learners remember information easily. Therefore, it provides to learners the ability to recall information randomly. Other methods of teaching includes; Excursion method, Seminar method, Research method, Assignment method e.t.c.

Adunola (2011) in Oke (2020), categorized the identified teaching methods as Instructor/Teacher-centered methods, Learner - centered methods, and content - focused methods. In the case of Teacher-



Centered Methods, the teacher is seen as the master of the subject. The teacher plays active role in the teaching and learning process. Students on the other hands are passive. Their involvement is minimal A very good example of this is the lecture method. Ayeni (20011) as cited in Oke(2020), the teacher/instructor is both a teacher and a learner at the same time when learner - centered methods. In the process of using this method to teach, the teacher also learns new things. In this case, a teacher is also a learner. Good examples of these methods includes discussion method and inquiry method.

According to Oke(2020), both the teacher and the learners have to fit into the content that is taught when using content - focused methods. Ayeni(2011), described the example of these as programmed learning approach. Isa et al (2020), categorized teaching Methods under three broad categories; which includes: Teacher-centered methods, Student-centered method s and Teacher- students interactive methods

Selecting the Best Technique for Teaching Economics

To make the teaching of Economics effective, the economics teacher must adopt effective teaching methods in education to teach Economics. The teacher has many options to choose from different teaching techniques designed specifically for teaching and learning. Writing lesson plans is a foremost thing that a teacher must do before executing any teaching strategy in the class. The teaching method should be adopted on the basis of certain criteria like the knowledge of the students, the environment and the set of learning goals decided in the academic curriculum.

To select the best teaching method for teaching any topic in economics, the economic educator must understand various methods of teaching and identify their characteristics. This will help the teacher to identify the right method to adopt depending on the topic to be taught. Al-Faraji (2007) in Al-Rawi (2013) described certain criteria to be considered in selecting the best teaching method. The criteria are summarized below:

- To what extent is the method suitable looking at the time allowed?
- Does the method give learners chance to participate?
- To what extent does the method give chance to exchange ideas and expertise?
- Does the method give chance for self-development?
- Does it give chance to implement real life situations?
- Does the method give learners the chance to be

cooperative?

- Does it give the learner the chance to be a self-assessor?
- Does it make the learner to be enthusiastic and responsive?
- Does it give the chance of correlation between different topics?
- Is able to organize groups?
- Is it flexible?
- Does it deal with personal differences?
- Does it give chance for using new educational technology?
- Does it give room for online teaching?

All the above will help the economics educator to choose the teaching method suitable for teaching any topic in economics depending on the nature of the topic to be taught.

Conclusion

The study examines the effects of teaching methods on the learning outcome of senior Secondary School Students in Economics. Teaching and teaching methods are two basic concepts in Education that cannot be separated. Teaching methods are used for teaching in order to achieve learning outcomes. The main purpose of teaching is to achieve learning outcome. Teaching is a process of transmitting knowledge, attitudes and skills in accordance with professional principles .Teaching must to be done with passion and zeal with necessary professional skills to achieve result. Teaching economics effectively must be done with using effective teaching method.

Various relevant and related works on teaching methods and learning outcomes were reviewed in this study out of which references were drawn to conclude the findings of this study. Teacher-student interactive method is found to be the most effective method of teaching. *Poor teaching methods, insufficient instructional materials and mental health of teachers are found to have influence on the effectiveness of Economics teachers.* The study concludes that teaching methods have effects on the learning outcomes of students in Economics. The study also presents some basic factors which must be considered by Economics teachers before choosing the method to be used to teach any topic in Economics. The teaching method to be adopted largely depends on the nature of topic to be taught.

Recommendations

Based on the discussion above, the following recommendations were made:

- I. There should be regular training for Economics



- educators on teaching methods and classroom management.
- ii. Economics Educators should carefully choose the suitable method of teaching based on the topic to be taught and not just adopting any teaching method of choice.
 - iii. Attention should be shifted to teacher- student interactive and student-centred methods of teaching rather than the traditional method of teaching which is teacher-centred method.
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