Teacher Teaching Competence and Student Study Habit as Predictors of Achievement in Economics among Senior Secondary School Students in Ibadan Metropolis

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Abstract

This study investigated teacher teaching competence and student study habit as predictors of Economics Achievement in Senior Secondary Schools in Ibadan Metropolis, Nigeria. It was guided by four research questions and the scope covered essentially the SS Two (II) students in the public senior secondary schools in three L.G.A of Ibadan Metropolis. A correlation research design was adopted, while the simple random sampling was used to select 360 respondents. Three validated instruments were used to gather information in this study, namely, Economics Achievement Test (r=), Student's Assessment of Teaching Competency Questionnaire (r=) and Student's Study Habit Questionnaire (r=). Pearson Product Moment Correlation and Multiple regression were used to analyze the data collected at 0.05 level of significance. Findings revealed that students rated the competency of the Economics teachers very high, but the achievements of the students in Economics did not correspond to their teachers' rating. Pearson product moment correlation result showed that study habit (r=-0.134) was significant but teaching competence (r=.023) (was not. None of the components of teachers' teaching competence teachers' competency on instructional delivery (β = -.065), teachers' classroom management (β = 075), teachers' personal competencies (soft skills) (β = -.004) and questioning style (β = .018) has a significant relative contribution to students' achievement, but study habit (β = .018) significantly predicted their achievement in Economics. The joint contribution ($F_{2, 356}$ = 3.319, p<0.05) was significant. Based on the findings it is recommended that teachers of Economics at the secondary school level should avail themselves with evolving new methods of teaching the subject and that regular assignments which emphases quantitative content of Economics should be given to students to engage them more in a bid to improve their ability in the subject.

Keywords: Teaching Competence, Study Habit, Predictors, Achievement in Economics

Introduction

Economics is one of the electives subjects expected to be studied at the senior secondary schools (SSS) level under the new National policy on Education. Economics is extremely important because it is vital to the future health of any nation's economy. Wion (2008) observed that the purpose of Economic education is to create responsible citizens and effective decision-makers. Wion further opined that the knowledge of Economics is a necessary tool that all should have in order to be efficient in managing resources.

The teacher must draw a well-structured instructional plan. While drawing the contextual instructional plan, for example, the teacher must consider the fact that his students are from different backgrounds. Some students came from homes where higher education is not given any priority. Some other students are slow in comprehending academic knowledge/facts due to one psychological trait or the other. Even, some learners need to be taught several times before they can comprehend. (Robert.askey 2010).

According to Kareem and Ravirot (2014), a teacher is the backbone of any nation. The success and development of a nation is largely determined by its teachers' commitment as a result of their enormous and noble roles and contributions in nation building. The teacher has noticeable contributions in making and shaping every member of the society. Teachers are the mainstay of the educational system *(Afe, 2000 and Kiadese, 2011)*. The academic success or failure of a learner is largely determined by the teacher. *Olatoye (2006)*. According to *Postlethwaite (2007)* students' academic achievement is dependent on teacher-related factors, environment or family-related factors and school-related factors. One of the most vital teacher-related factors which contribute immensely to enhancing students' academic achievement is "teaching effectiveness". *Teaching is a process of imparting knowledge, skills and attitude in order to bring about a desirable change in learners.* In the real sense of it, *"teaching is complex, and it involves great practice, time, passion, high-quality materials, and tailored feedback, designed to help each teacher continuously grow and improve" (Phillips, 2013)*. The primary goal of teaching is to ensure that meaningful learning occurs *(Ogunyemi, 2000)*. When this kind of teaching is carried out by a teacher, then we say the teaching delivered by the teacher is effective i.e. effective teaching or teaching effectiveness.

Teaching effectiveness is an indispensable part of education because it enhances students' learning as well as enabling student's academic performance. In fact, it has become more imperative as people now laid more emphases on the quality of education. Effective teaching does not occur overnight or in isolation. It is actually a product of many factors that come to play. The components of effective teaching are the students, teachers, objectives and contents. *Elmore (2009)* claimed that *to improve student learning, you do not change the structure, rather you change the instructional practices of teachers. The schools that seem to do best are those that have a clear idea of the instructional practice they wish to pursue and produce, and then design a structure to go with it.*

According to Kane (2013) if we want students to learn more, teachers must become students of their own teaching. The teachers need to see their own teaching in a new light. Public school systems across

the country have been re-thinking how they describe instructional excellence and let teachers know when they have achieved it. Therefore, we say that teaching is effective when it enables or affords student the opportunity to learn. According to (Ramsdenm 1992 and Weimer, 2009), good teaching is nothing to do with making things hard or scaring the students, but it is a way of imparting meaningful knowledge to learners or changing their behaviour positively. It is everything to do with benevolence and humility; it always tries to help students feel that a subject can be mastered; it encourages them to try things out for themselves and succeed at something quickly *(Weimer, 2009)*. Good teaching enables students to become masters over their course materials or subject matter. It helps them to ride over the anxieties attached to examinations and attain self-reliance. It sees the relation between teaching and learning as problematic, uncertain and relative.

Good teaching is open to change: it involves constantly trying to find out what the effects of instruction are on learning, and modifying the instruction in the light of the evidence collected" *(Weimer, 2009)*. However, over the years, many researchers and scholars have attempted to define effectiveness of teaching or effective teaching in various ways but it was very difficult to give the definite meaning of the term "teaching effectiveness". Teaching effectiveness or effectiveness of teaching or effective Teaching is an established field of study. *Olatoye (2006)* said that teaching effectiveness is the extent that student's performance improves after a period of instruction in a manner consistent with the goals of instruction. Omoniyi (2005) asserted that effective teaching is those activities which bring about the most productive and beneficial learning experience for students and promotes their development as learners. *Ogunyemi (2000)* argued that effective teaching goes beyond just imparting knowledge but it is a purposeful activity carried out by someone with a specialized knowledge in a skilful way to enhance the cognitive, affective and psychomotor development of a person or group of persons.

Moreover, study habit is a vital variable which needed to be given greater consideration if any student wants to have a great success in his academic pursuit. Study habit is the attitude of student towards what he has been exposed to. It could either be positive or negative. Positive attitudes towards one's studies results to greater achievements while negative leads to low achievement. Study habit entails reading their materials before and especially after they have been exposed to a subject matter. A good student has to devote quality time to go over his academic work, memorize, tests himself over what he has studied.

No matter how effective the teacher might be, the true radiance of academic success will not be seen if a student does not complement the effort of the teacher by creating quality time to study on his own. This is not studying for pleasure but this involves doing a thorough study of their materials in order to have a full understanding and a long life knowledge which will enable him to impact his generation and the society at large positively. The fact that students are involved or engaged in peer group interaction does not stop him from studying on his own. It is expected of every student to cultivate a good habit of studying on his own especially after group discussion so as to retain and have better understating of what have been discussed so far among his peers.

Some researchers in education have emphasized on the intense or complexity at which student assimilate or process the information they are studying. This approach is based on the information processing model of memory, which proposes that individuals remember material more accurately if the material is processed at a deep level rather than at a surface level. Deep processing has to do with the ability of the student to relate or compare new information or material to what he has been exposed to or previous knowledge while surface approach deals with cramming or rote memorizing, this will lead to reduction of the new material since it could not be integrated with the previous or existing information/material.

How a student takes his or her studies, greatly determines his/her level of academic achievements. The level of preparation and learning strategies developed and employed consciously by students, go a long way to influence their level of academic performance (Ebele and Olofu, 2017).

If undermined by students at all levels, teachers, administrators, parents and guardians, school counselors and the government, then, the trend and menace of students' abysmal performance in both internal and external examinations would continue to boom and become more devastating and alarming (Mahraj and Qamar,2012). Husain (2000) stresses that lack of effective or positive study habit is a critical study problem among students at all levels. Grace (2013) also maintains that the process of learning is still a little mysterious but studies do show that the most effective process for studying involves highly active behaviour over a period of time. In other words, to study effectively, one must read, draw, compare, memorize and test himself over time.

Study habits typically indicates the extent to which students are involved in regular acts of studying which can be recognized by appropriate studying retains (review of material) which takes place or happen in a conducive atmosphere. These are series of activities in which learners engaged themselves in during the course of learning in order to upgrade or improve oneself. It also affords students the capacity of being independent or to become self-reliance and it improves and guides the cognitive development of an individual. Study habits are usually defined as students' ability to manage time and other resource to complete an academic task successfully. 'Study habit' is the amount and kind of studying routines which the student is used during regular period of study occurred in a conducive environment.

For a student to be able to assimilate very well when he studies, the environment must be conducive and free from noise. One's state of mind is another important determining factor that contributes to effective study habit. A disturbed mind is a confused mind. If a student is psychologically imbalanced, he will find it difficult to understand or assimilate.

On the other hand, bad study habits according to John (2010) are study habits which are undesirable and counter-productive to students' academic performance. When developed and utilized by students at all levels, they tend to hamper academic progress and performance of the users. Due to the peculiarity and uniqueness of individual student, what may be considered as bad study habits to student "A", may seem to be very productive and efficient for student "B".

However, bad study habits generally range from procrastination, truancy, not taking note, selective reading, studying while watching television or what is generally regarded as distractive study etc. Nikki (2013) identifies bad reading habits to include studying with friends, listening to loud music, studying in uncomfortable conditions, cramming, etc.

Statement of the problem

Economic issues influence our daily lives, this includes issues such as tax and inflation, interest rates and wealth, inequality and emerging markets, and energy and the environment. As a broad subject, economics provides answers to a range of social and political issues that impact students, households and wider communities. Economics gives an in-depth understanding of core economic theory and how it applies to the real business world.

The worth of the educational system is dependent on the learning outcomes of its learners, usually measured through the academic achievement of the learners. The differing academic achievement level of students in Economics has raised several questions among educational researchers. Some of these questions include why does one student perform better than another? Studies in the field of cognitive psychology have shown that learning and study strategies affect academic performance.

The goals of education in Nigeria, as enshrined in the National Policy on Education, stir the government of the Federation to commit substantial resources to the secondary school education of its citizenry. Despite this commitment, the academic achievement of students, as evidenced by their achievement in Economics both in internal and public examinations, is seemingly getting poorer and poorer. This state of affairs calls for immediate action(s) to remedy the situation so that the nations' scarce human and material resources used on education can be justified and not wasted. Part of the remediation is an investigation into the salient reasons for poor performance and taking relevant actions to prevent further occurrence. One of these remedial investigations includes a survey on teacher's teaching competence and student's study habit as they predict achievement in Economics among some S.S.S 2 students in Ibadan, Oyo State.

Research Questions

1. What is the pattern of teacher's effectiveness in Economics as perceived by their students?
2. What is the pattern of the student's study habit in Economics?
3. What is the composite contribution of teacher's teaching effectiveness and study habit on student academic achievement in Economics in some secondary schools in Oyo State?
4. What is the relative contribution of teacher's teaching effectiveness and study habit on student academic achievement in Economics in some secondary schools in Oyo State?

Methodology

This study is a survey of ex post facto type as no effort was made to manipulate any variable of interest.

The population of the study comprised all the senior secondary school Two (SSS II) Economics students in some selected local governments in Ibadan Metropolis. Simple random sampling technique was used to select three local governments in Ibadan Metropolis. Three schools were selected from each of the local governments through simple random sampling technique which are Ibadan South West, Ibadan North and Ibadan South East. In all, intact classes were used. The instruments used for data collection, were Student's Assessment of Teaching Effectiveness Questionnaire, Student's Study Habit Questionnaire and Economics Achievement Test (EAT)

Results

Table 1: Correlation Matrix of the Predictor Variables

	Correlate	EAT	TEACHEREFFEC	STUDYHABIT
Pearson	EAT	1.000	-.134	.023
	TEACHEREFFEC STUDYHABIT	-.134 .023	1.000 -.013	-.013 1.000
Sig. (1tailed)	EAT TEACHEREFFEC STUDYHABIT	. .006 .333	.006 . .401	.333 .401 .
N	EAT TEACHEREFFEC STUDYHABIT	359 359 359	359 360 360	359 360 360

Table 1 presents a Pearson product moment correlation result of the relationship between teacher's teaching effectiveness, student's study habit and academic achievement. (-0.134) (0.006) < (p = 0.05) showed that there is a statistically significant weak negative relationship between teacher's teaching effectiveness and student's achievement in Economics. (0.023) (0.333) > (0.05) showed that there is a statistically insignificant weak positive relationship between teacher's teaching effectiveness and student's study habit. . (0.023) (0.333) > (0.05) showed that there is a statistically insignificant weak positive relationship between student's study habit and students' achievement in Economics.

Research Question 3: What is the composite contribution of teacher's teaching effectiveness and study habit on student's academic achievement in Economics in some secondary schools in Ibadan Metropolis?

Table 2: Regression Summary and ANOVA of Teacher's Teaching Competence, Student's study habit and Academic Achievement in Economics

R = 0.135
R square = 0.018
Adjusted R Square = 0.013

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	53.810	2	26.905	3.319	.037
Residual	2885.688	356	8.106		
Total	2939.499	358			

Table 2 shows the multiple regression correlation coefficients indicating the relationship between the predictor variables (teacher teaching competence and student's study habit) and Economics Achievement indicators is 0.135. R square = 0.018. The adjusted R^2 which estimates the variance on dependent variable that could be accounted for by that combination of the independent variables is 0.013. This implies all the independent variables Teachers' teaching competence (teachers' competency on instructional delivery, teachers' classroom management, teachers' personal competencies (soft skills) and questioning style) and students' study habit made 1.3% contribution of the variance in students' achievement in Economics. The Regression ANOVA produced ($F_{2, 356} = 3.319$, $p<0.05$). It could be deduced from the result that the independent variables considered in this study together contributed significantly to the prediction. The R value was not due to chance.

Research Question 4: What is the relative contribution of teacher's teaching competence (teachers' competency on instructional delivery, teachers' classroom management, teachers' personal competencies (soft skills) and questioning style) and student's study habit on their academic achievement in Economics in some secondary schools in Ibadan Metropolis?

Table 3a: Relative prediction of the components of teachers' teaching competence and students' study habit on achievement in Economics

Unstandardized Coefficients		Standardized Coefficients			
Variables	B	Std. Error	Beta	t	Sig.
(Constant)	6.239	.898		6.950	.000
TEACOMPINS	.019	.026	.065	.738	.461
TEACLASMAN	.047	.056	.075	.848	.397
TEAPERCOMP	-.001	.037	-.004	-.038	.970
TEAQUESTYL	.020	.088	.018	.230	.818
STUDYHABIT	.048	.140	.018	.340	.734

Table 3a shows the individual variable's contribution to the prediction model to the students' achievement in Economics. It indicates that none of the components of teachers' teaching competence (competency on instructional delivery (β = -.065, t = .738, p >0.05), teachers' classroom management (β = .075, t = .848, p >0.05), teachers' personal competencies (soft skills) (β = -.004, t = -.038, p >0.05) and questioning style (β = .018, t = .340, p >0.05)) has a significant relative prediction to students' achievement. In the same vein, neither does students' study habit (β = .018, t = .340, p >0.05) significantly predict their achievement in Economics.

Table 3b: Relative prediction of the independent variables on achievement in Economics

Unstandardized Coefficients		Standardized Coefficients			
Variables	B	Std. Error	Beta	t	Sig.
(Constant)	8.536	1.58		54.002	.000
TEACHERCOMP	-.195	.077	-1.33	-2.540	.012
STUDYHABIT	.056	.139	.021	.401	.688

Table 3b shows that among the predictors variables, only teacher's teaching competence (teachers' competency on instructional delivery, teachers' classroom management, teachers' personal competencies (soft skills) and questioning style) (β = -.133, t = -2.540, p <0.05) was found to have significant relative contribution towards students' achievement in Economics. However, students' study habit (β = .021, t = .401,p<0.05) did not contribute significantly to the prediction of student's achievement in Economics. The value of the standardized regression weight associated with the two variables shows that teacher's teaching competence is the potent predictor of student's achievement in Economics.

Discussion

Findings denoted the general trend of senior secondary school student's perception of their Economics teachers' teaching effectiveness. It was seen that the level of the effectiveness of the Economics teachers is very high. probably due to the fact that Economics is a compulsory subject for Art and Commercial students. This is not in consonance with the findings of Wenglinsky (2000) in Educational Test Service (ETS) who found out that teachers' classroom practices greatly influence students' academic achievements, and that 'more attention needs to be paid' to improving classroom practices. The findings are not supported either by the assertion of *Olatoye (2006). The* pattern showed the respondents' habit towards their studies. It was revealed that majority (94%) of the students agreed that they write notes in class, (78%) of the students look up new words from the dictionary while studying, (79%) set test for themselves over what they have studied, (76%) of them ensured they read through each day's work before going to bed, (84%) ensured that they read up their materials weeks before exam. On the other hand, minority (21%) disagreed that they like jotting notes while reading, (25%) disagreed that they easily get distracted when they are studying**.** Study habit was positive yet achievement in Economics as seen in the result. This suggest that in Ibadan Metropolis Senior Secondary, devoting much and other resources to developing students' study habit towards economics may not be the antidote to poor achievement of student. Efforts however must continue to made to sustain the positive habit by, among other things, efforts must be made in developing the quantitative abilities of the students. The mean score was 8.53 which amount to 28% of the total score. This is below the 50% pass mark. It is not in consonance with the findings of (Ajai and Bulus 2020) whose study revealed that the secondary school science students in the Jalingo metropolis have poor study habits and weak

academic performance and This is also contrary to the findings of (Taylor and Francis 2017) who found a positive and significant correlation between academic performance and study habits.

The Pearson product moment correlation result of the relationship between teachers' teaching effectiveness and student's academic achievement. The table reveals that there is a statistically significant relationship between the variables at (R=0.135, p<0.05). This is an indication that teacher teaching effectiveness is singly the major predictor of student's achievement in Economics. In other words, there is a significant relationship between teachers' teaching competence and student's academic achievement. It is obvious that teachers are dedicated to their work by employing diverse means to ensure that the students with the least learning capacity understood the lesson.

Table 2 shows the multiple regression correlation coefficient indicating the relationship between the predictor variables (teacher teaching effectiveness student's study habit) and Economics Achievement indicators is 0.135. This implies that there is 13.5% contribution among Teacher's teaching effectiveness (teacher's competency on instructional delivery, teacher's classroom management, teacher's personal competencies (soft skills) and questioning style), students' study habit and students' achievement in Economics. R square = 0.018. The adjusted R^2 which estimates the variance on dependent variable that could be accounted for by that combination of the independent variables is 0.013. This implies all the independent variables Teachers' teaching effectiveness (teachers' competency on instructional delivery, teachers' classroom management, teachers' personal competencies (soft skills) and questioning style) and students' study habit made 1.3% contribution of the variance in students' achievement in Economics. The Regression ANOVA produced ($F_{2, 356} = 3.319$, $p<0.05$). It could be deduced from the result that the independent variables considered in this study together contributed significantly to the prediction. The R value was not due to chance.

Furthermore, this implies that teacher's teaching competence and student's study habit jointly determine student's academic performance in Economics which is consistent with *Evans (2006)* who defined teaching effectiveness as a kind of classroom transactions that occur between teachers and students, resulting in increasing students' knowledge and (Ebele and Olofu, 2017) who said the level of preparation and learning strategies developed and employed consciously by students, go a long way to influence their level of academic achievement. Also, it is in consonance with the findings of (Sakirudeen and Sanni 2017) and (Howes, Burchinal, and Pianta 2016).

Table 3b shows that among the predictors variables, only teacher's teaching competence (teachers' competency on instructional delivery, teachers' classroom management, teachers' personal competencies (soft skills) and questioning style) when considered as a whole ($\beta = -.133$, $t= -2.540$, $p <0.05$) was found to have significant relative contribution towards students' achievement in Economics. However, students' study habit ($\beta = .021$, $t = .401$,$p<0.05$) did not contribute significantly to the prediction of student's achievement in Economics. The value of the standardized regression weight associated with the two variables shows that teacher's teaching competence is the potent predictor of student's achievement in Economics. This is in agreement with the findings of (Capraraa and Malonec 2006) who discovered that teachers' personal efficacy beliefs affected their job satisfaction and students' academic achievement, controlling for previous levels of achievement, (Akiri and Ugborugbo 2017) whose results showed that effective teachers produced better performing students. However, the observed differences in students' performance were statistically not significant and (Heck 2009) who found out that the effectiveness of successive teachers was related to student achievement in reading and Mathematics. Also, this is in consonance with the sayings of some researchers like *Ogunyemi (2000) who* argued that effective teaching goes beyond just impacting knowledge but it is a purposeful activity carried out by someone with a specialized knowledge in a skilful way to enhance the cognitive, affective and psychomotor development of a person or group of persons.

However, student's study habit did not singly contribute significantly to student's achievement in Economics. This is not in consonance with the findings of some researchers like (Bright and Matilda 2018), (Jafari ,Aghaei and Khatony 2019), (Taylor & Francis 2017) and (Ajai and Bulus 2020). Also, this implies that there are other factors that determine student's achievement. Which is contrary to the submissions of some researchers like Mark and Howard (2009) who found that the most common problem stirring almost all the students in Nigeria at face and also which poses a challenge to their success in every angle/phase is the issue of effective study habit. However, the findings are not consistent with the results of the studies by Fereydoonimoghadam and Cheraghian (2009), Alimohamadi (2018), and Rabia (2017).13,19, 23.

Conclusion

From the findings of the study, it was observed that there is a weak negative relationship that was statistically significant between teachers' teaching competence and students' achievement in Economics. There is however, an insignificant weak positive correlation between student's study habit and their achievement in Economics. And there is also a weak negative relationship between teachers' teaching effectiveness and student's study habit. Therefore, this shows that only teachers' teaching competence does not determine students' achievement. In other words, other factors like school environment, home factors should be considered. Also, student's study habit determines their academic achievement. This means that the more

dedicated and committed student are with their studies the great the height they will attain in their academic pursuit.

Recommendation

The findings summarized above have a far reaching educational implication for government, parents, students, teachers, school administrators and curriculum planners. Therefore the following recommendations were made:

- Teachers are advised to improve on their teaching competence so as to boast students' achievement in Economics.
- Students are hereby advised to complement their teacher's efforts by devoting quality time to their studies.
- Parents are advised not to saddle their wards with domestic chore that might prevent them from devoting quality time to their studies and also keep watch on them to ensure that they are serious with their study.
- Government should help in providing a conducive learning environment by renovating the school buildings and chairs.

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