

Managing Teaching Methods and Academic Performance of Secondary School Students in Edo Central Senatorial District

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ABSTRACT

Purpose: This article examined the management of teaching method and student's academic performance. Teaching methods are various strategies that the teacher uses to deliver his/her subject matter to the students in the classroom based on the instructional objective in order to bring about learning. **Methodology:** Two research questions were raised and one hypothesis was formulated and tested at alpha level of 0.05. The analysis was carried out using t-test analysis. **Finding:** The findings from the study revealed that teachers in Edo Central were student-centred method. Teacher centred method and teacher-students centred method methods of teaching. From the analysis, it was also found out that managing teaching methods significantly predict academic performance of secondary school students. **Implications:** Consequently it was recommended that teaching methods, should be properly used and managed this will enhance teaching and learning process, **Originality:** There is dire need for effective management of teaching methods that will bring about desired changes in the student and their academic performance.

Keywords: Management of teaching, Method, Students' Academic Performance.

INTRODUCTION:

It is acclaimed by stakeholders in education that the quality of education cannot rise above the quality and performance of the teacher in the classroom; and the main objectives of teaching at any level of education is to bring a fundamental positive change in behavior of the learner after acquiring relevant knowledge. In order to meet this need, the teacher is engaged to teach the students basic concepts, relevant skills and knowledge. As part of the teaching process, the teacher is mandatorily required to use certain methods of teaching to teach the students. Tababal and Kahssay (2011) defined teacher effectiveness in teaching does not only depend on his qualification but his application of relevant pedagogy. The teacher should be vibrant enough at his lesson delivery so as to use appropriate teaching method(s) when teaching, Ayeni (2011) asserted that in the ancient times, many teaching practitioners widely applied teacher centered methods. However, the questions about the effectiveness of teaching methods on student learning have consistently raised considerable interest in the thematic field of educational research.

The research on teaching and learning constantly endeavor to examine the extent to which different teaching methods enhance growth in student learning. It quite remarkably, that poor academic performance by the majority of Students is linked to application of ineffective methods by teachers to impact knowledge to learners (Adunola, 2011). The effectiveness of teaching method indicate that the quality of teaching is often reflected by the achievement of learners.

Ayeni (2011) posited that teaching methods are classified into three: teachers centered method, student centered method, and teacher centered method. Attempting to explain the three main methods, Ayeni (2011) asserted that all other methods mentioned above, Adunola (2011) in a study carried out in Lagos report that students are like leaves on a tree. Chang (2010) observed that the teacher-centered method of teaching is ideal for explaining "phenomenon" and if combined with student-centered, goals of teaching will be realized. But, Zeech (2004) criticized the teacher-centred method of teaching positing that it is a "selfish" method that is capable of "promoting only the teachers ego", adding that it does not give room for interaction in the teaching learning

situation. Hightower (2011), Bharadwaji and Pal (2011) and Tababal and Kahssay (2011) on their varied studies reported that teacher - Student interactive method is more ideal and result oriented. This method teaching applied the strategies used by both teacher-centered and student-centered method. In this method, the subject information produced by the learners is remembered better than the same information presented to the learners by the teacher. Hytioneer (2011), teacher-students interaction method of teaching encourages the student to search for relevant knowledge rather than the teacher monopolizing the transmission of information to the learners. Consequently, research evidence on teaching method maintains that this teaching method is effective in improving students' academic performance

Tella (2012) investigated the various teaching methods and students' academic performance in English Language among 150 teachers and 110 Students. The result revealed that teacher-student interactive method has significant correlation with student academic performance. Bassey (2015) also found that student-centered method has direct effect on students' academic performance. This according to Bassey (2015) implies that this method puts the students at the centre of teaching and learning and significantly influences student's academic performance.

Hattie (2012) declared that the student-centered and teacher-student interactive methods draw on a wealth of the various teaching methods established on teaching routines for thinking about and teaching particular subject matter. Instead of using the common teacher centered method, experience teacher apply their knowledge flexibility to utilize the teacher-student interactive method to achieve their stated objective in their lesson notes. They tend to modify and use these common teaching method and practices to impact knowledge and these practices and method in turn cumulate into the develop of new pedagogical routines and new understanding domain thus leading to increased academic performance.

Ayeni (2011) examined the influence of teachers' teaching methods on the academic performance of public secondary school students in Mathematics and English Language in Oredo and Egor Local Government Areas of Edo State. Findings revealed that teachers who use the teacher-student interactive method recorded the highest academic performance for their students followed by the students who were taught with student-centred method, and those taught with the teacher-centred method came last. Tayo (2017) examined the relationship between teaching methods and students' academic performance among senior secondary school three (SSIII) students in Southwest Nigeria. The result showed that. those students who were taught with the student centred method performed best; followed by those who were taught with the teacher-student interactive method. The teacher-centred method was not used for this study. It should be noted that no matter how effective and powerful a teaching method is, if it is not well managed in terms of classroom management, effective lesson plan and mastery of subject content by the teacher it will not yield the desired outcome. This will directly or indirectly affect the academic performance of students.

RATIONALE FOR THE STUDY:

Over the years, especially within the last two decades, there have been complaints about the quality of education provided for the student in Nigeria secondary schools. Stakeholders of education have openly lamented the decline in the quality of education provided for the Nigerian student in the secondary schools. This is manifested in poor academic performance of students especially in external examinations indiscipline, examination malpractice among others. While some blame the government for the rot in the education system, some point accusing fingers at teachers and the society (Oligbi, 2017).

However, many reasons have been inferred for this and they include non-availability of instructional materials, poor classroom conditions, qualification and years of working experience of teachers and teachers' teaching methods. The controversy is centred on whether or not teachers teaching method are related to student academic performance. While some researchers like Ayeni (2011) opined that teaching method had relationship with student academic performance, others like Tayo (2017) stated that performance of students especially in core subjects (English and Mathematics). Is it that the teaching methods are not well managed by teacher? This is what this study sought to investigate by answering the following research questions:

1. What are the teaching methods commonly used by teacher in Secondary schools in Edo Central Senatorial District?
2. Is there any relationship between managing teaching methods and academic performance of secondary school student in Edo Central Senatorial District?

HYPOTHESIS:

The following research hypothesis was tested

1. There is no significant relationship between managing teaching methods and academic performance of

Methods:

The study adopted the correlational research design. This research design was considered appropriate because the researcher sought to establish the degree of relationship between the teaching method used by teachers and students academic performance. The population of the study consists of 125 English Language and Mathematics teachers in public junior and senior secondary schools students in Edo Central Senatorial District. The entire population was used as sample. The research instrument for data collection was a questionnaire titled: "Relationship between Teacher Methods and Academic Performance Questionnaire (RTMAPQ). The instrument was divided into two sections. Section A dealt with respondents demographic; while Section B was made up of ten (10) items that were rated on four-point likert scale of Strongly Agreed - 4, Agreed - 3, Disagreed - 2 and Strongly Disagreed - 1.

The face and content validity of the instrument were carried out with the assistant of Department of Educational Foundations and Management of Ambrose Alli University, Ekpoma. The Cronbach Alpha was used to determine the reliability index of the instrument with alpha value of 0.78. The researcher personally administered the questionnaire. The mean and standard deviation was used to answer the research question, while the regression analysis was used to test the hypothesis at 0.05 level of significance.

Results:

Results of the analysis of the research questions and test of hypothesis are presented below:

Research Question One: What are the teaching methods commonly used by teachers in Secondary schools in Edo Central Senatorial District?

Table 1: Teaching methods commonly used by teachers in secondary schools in Edo Central Senatorial District

S/N	Method	??	N = 125	
			S.D	Remarks
1.	Teacher-centred	2.56	.715	Agreed
2.	Student-centred	2.72	.618	Agreed
3.	Teacher-student interactive	3.30	.642	Agreed
4.	Dramatic	2.14	.520	Disagreed
5.	Role learning	2.32	.470	Disagreed
6.	Play way	1.78	.411	Disagreed
	Overall mean = 2/47			

Significant mean $?? > 2.50$

Result in Table 1 showed that respondent agree on items 1, 2, and 3 at a mean score range of 2.56 to 3.30 and disagreed on items 4, 5 and 6 at mean score range of 1.78 to 2.32. This indicates teacher-centred, student-centred and teacher-student interactive are teaching methods commonly used teachers in secondary schools in Edo Central Senatorial District.

Hypothesis one: There is a significant relationship between managing teaching method and academic performance of secondary school students in Edo Central Senatorial District.

Table 2: Regression showing the relationship between managing teaching method and student academic performance

	N	Mean	Std.	t-value	p-value	Decision
Academic performance	10	48.00	17.205	4.982	0.04	significant
Method of teaching	10	33.46	4.069			

Alpha 0.05

The Table 2 shows a t-value of 4.928 and p-value 0.04 testing at an alpha level of 0.05. The p-value is less than the alpha level, so the null hypothesis which states that there is no significant relationship between managing teaching methods and academic performance is rejected. This indicates there is a significant relationship between

managing teaching method and academic performance of secondary school students Edo Central Senatorial District. From the mean values, it can be inferred that students are likely to perform well academically when teaching methods are well managed by teachers.

DISCUSSION:

The result showed that Teacher-centred, Student-centred and Teacher-student interactive are teaching methods commonly used teachers in secondary schools in Edo Central Senatorial District. The result agrees with that of Chang (2010) who observed that the teacher — centered method of teaching is ideal for explaining “phenomenon” and if combined with student-centered, goals of teaching will be realized. The result is in line with that of Zeech (2004) criticized the teacher —centred method of teaching positing that it is a “selfish” method that is capable of “promoting only the teachers ego”, adding that it does not give room for interaction in the teaching learning situation. The result supports that of Hightower (2011), Bharadwaji and Pal (2011) and Tababal and Kahssay (2011) on their varied studies reported that teacher — student interactive method is more ideal and result oriented. The result showed that is a significant relationship between managing teaching method and academic performance of secondary school students in Edo Central Senatorial District. The result corroborates that of Hytoneer (2011) who opined that teacher-students interaction method encourages the student to search for relevant knowledge rather than the teacher monopolizing the transmission of information to the learners. The result supports that of Tella (2012) who asserted that teacher student interactive method has significant correlation with student academic performance. The result is in line with that of Bassey (2015) who found that student-centered method has direct effect on students’ academic performance. The result corroborates that of Ayeni (2011) who found that teachers who use the teacher-student interactive method recorded the highest academic performance for their students followed by the students who were taught with student-centred method, and those taught with the teacher-centred method came last. The result is in line with that of Tayo (2017) that students who were taught with the student-centred method performed best; followed by those who were taught with the teacher-student interactive method.

CONCLUSION:

Based on the findings from the study that managing teaching methods significantly influences academic performance of students in Edo Central Senatorial District, it is therefore true that teachers manage whatever teaching methods they choose to adopt. Managing teaching methods does not only predict academic performance but it also makes a teacher to be efficient and effective in teaching profession.

RECOMMENDATIONS:

The following recommendation were made in the study;

1. Emphasis should be placed on the student-centred method of teaching by teacher and their supervisors.
2. There should be periodic training of teachers in teaching pedagogy so as to be acquainted with the new trends and innovations in teaching methodology.
3. Efforts should be made by the government to provide software that contains teaching methodologies for teachers.
4. Rewards and awards to be put no place of the best teacher every year. This could catalyze teachers to put in their best with a view to enhancing the student-centred teaching method.
5. Teachers should give more attention to classroom managing, good lesson plan and adequate use of available resource during teaching.

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