

**A Comparative Study of the Impact of teaching methods on Teaching Effectiveness and
Pupils' Skills Acquisition in Home Economics in Upper Basic Classes in Itu Local
Government Area of Akwa Ibom State, Nigeria**

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ABSTRACT

The study examined the impact of teaching methods on Teaching Effectiveness and Pupils' skills acquisition in Home Economics in Upper Basic Classes in Itu Local Government Area of Akwa Ibom State, Nigeria. A comparative survey design was adopted for the study. Purposive sampling technique was used to identify the schools that actively teach and practice Home Economics, while one hundred and Eighty-Four (184) teachers (110 Females, 74 Males) were used as respondents in the study, selected through stratified sampling technique. A 15-item Questionnaire tagged: "Teaching Effectiveness for Skills Acquisition in Home Economics Questionnaire (TESAHEQ)", was used for data collection in the study, arranged in a 4-point Likert Scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The questionnaire was validated by one (1) expert in test and measurement and one (1) expert in home economics. Test-retest reliability index was used to ascertain the reliability of the Questionnaire and it produced a reliability coefficient of 0.88, proving the instrument reliable enough for use in the study. Two research questions and 2 hypotheses were formulated to guide the study. Descriptive statistics of mean was used to answer the research questions. Independent T-test was used to test the hypothesis formulated at 0.05 level of significance. The findings in the study revealed that learner-centered methods of teaching such as discussion, guided-demonstration, role-play, and dramatization method are highly effective in facilitating skills acquisition in pupils than teacher-centered method of teaching such as descriptive, lecture, demonstration/flipped classroom method. The result also proved a significant impact of Teaching Effectiveness on Pupils' Skills Acquisition in Home Economics in Upper Basic Classes based on gender of the pupils. Based on the study, it was recommended among others that workshops, seminars and other modes of training be given to teachers to update their teaching skills for higher teaching effectiveness.

KEY WORDS: **Teaching Effectiveness, Pupils' Skills Acquisition, Home Economics, Upper Basic Classes, Itu Local Government Area, Gender, Akwa Ibom State, Nigeria.**

Introduction

The role of teachers in every academic community cannot be underestimated. As education is the foundation on which all human and environmental civilization is constituted,

the teacher is the pillar and source of all knowledge and a prime of all human progress, sustenance and development. Emphasized in the National Policy on Education (NPE, 2014-Revised), education is a principal instrument for achieving personal, societal and national development. Perhaps that is the nexus from which the compulsory free Universal Basic Education Act (2004) provides for compulsory, free universal education for all children of primary school and junior secondary school ages in the Federal Republic of Nigeria (State Universal Basic Education Board-SUBEB, 2013). Through education and educational institutions, national policies are implemented to synergize the individuals to acquire knowledge, skills and competencies for the individual's worth and for the development of the environment in which the individual resides (Ezike, 2011).

In all ramifications, no educational activity and no civilization ever succeeds without the teacher. According to Yanda (2006), the quality of any education system rests on the effectiveness of its teachers. To ensure quality and sustain quality assurance, the Federal Government of Nigeria stipulates Nigeria Certificate in Education (NCE) as the minimum qualification for entry into teaching (NPE, 2014-Revised). With special skills acquired through specialized knowledge and professional training in educational institutions, the teachers are equipped with the necessary nuances of teaching/learning which are needed in the development of the learner to acquire skills for self-sustainability and for the good of the nation. To ensure curriculum implementation strategies are effectively carried out to lead to maximum attainment of standard goals of basic education system, teachers' efficiency and competency must be encouraged (Olaitan, 2002).

Teachers' role in building up the individual to acquire relevant skills in every teaching/learning situation is very crucial but dependent by Olusegun & Gwadabe (2016), the instructional role of teachers is very important in giving sound, solid and qualitative education in educational institutions. Effective teaching results in functional learning (Afe, 2004). Functional learning is evident in the skills exhibited by the learner during and after teaching/learning process (Afolabi, 2013). Teacher's teaching effectiveness is based on the teachers' mastery of the subject matter, the management of the instructional methods and the teacher's ability to select and utilize instructional materials to fervently align with the topic within a unit of instruction, the specific objectives, the audience and evaluation (Adegbemile, 2012). It is the teacher's desire to meet up with the goal of teaching which is to help bring about change in the learner. Teacher's effectiveness in every teaching/learning situation is a fundamental factor in the development of the individual. Teachers teach and assist learners to acquire the necessary skills sustainability of life and to facilitate the individual's worth in contributing meaningfully to the development of the society he finds himself (Ikegbusi & Eziamaka, 2016).

The teacher's mastery of subject matter is the roof of all managerial conundrum and the centre of all coordination involving who is taught, how the teaching should be handled, where the teaching/learning is propagated and when each instructional facet should be applied.... all for the development of skills in the learner. The teacher's role in giving sound, solid and qualitative education through a fervent and meticulously organized classroom is therefore a necessity and very important perspective in the individual's skill acquisition and propagation (Olesegun & Gwadabe, 2016).

Teachers are trained professionally to manage all human beings especially within the classroom situation. During teaching/learning, the teacher diagnoses the potentialities in the learners through cognitive, affective and psychomotor skill they exhibit. In the course of teaching/learning process, the learners are exposed to self-discovery, identification of special

skill and aptitudes...all realized through teacher effectiveness. These skills are generated in the course of effective and proper utilization of instructional materials, application of relevant instructional methods, evaluation and general classroom management. (Adeglemile, 2012). Chukwunyere (2013) states that instructional material are facilities used by the teacher to illustrate and explain a lesson in order to make the lesson clearer and meaningful to the learner. He stresses that make learners active participants in the teaching learning process. Effective application of the instructional material and the right choice of the various teaching method induce creativity in the learner and provides the motivating synergies that exposes the learner to the discovery, realization and development of skills which are duly sustained beyond the classroom for painful element of survival in life (Nzewi and Nwosu, 2009). These are successfully implemented only by the teacher whose mastery of the subject content and creative capacity in managing other elements of teaching and learning are high and effective.

According to Maduewesi & Ihebereme (2009), teacher effectiveness has to do with mastery of subject matter, teachers teaching skills, communication skills, personality and counselling skills. Teaching effectiveness as emphasized by Maduewesi & Ihebereme (2009) refers to those positive effects of teaching on learning which are consummated and confirmed through effective evaluation approaches. Teaching effectiveness as enumerated by Afe (2004), involves those activities and functions which the teacher intelligibly carries out which motivate and attracts the learner to respond or reach to challenges within the classroom. It involves those elements of teaching which when effectively applied in the classroom by the teacher, brings out quality and molds knowledge in the learner. The ability to manage this knowledge and psychologically sustain experiences effectively through transfer of ideas and idylls in relevant situation in life are consequences of teaching effectiveness (Okendu, 2012). Indeed, it is therefore necessary to employ and train teachers for efficiency as well as personality maintenance. Regular exposure of teachers to professional inductions and up-to-date career development will enrich curriculum implementation and boost skill acquisition and development in the leaner.

Concept of Home Economics and Skill Acquisition

Home Economics is a vocational Education subject which is practical and skill oriented. Like music, fine art, cultural and creative art, teaching/learning of home economics becomes very interesting when managed by a creative teacher whose approach to teaching/learning is enhanced by his proficiency and capacity to utilize learner-centred method of teaching within his mastery of the subject matter and communicative capacity. The main purpose of teaching home economics according to Ezike (2001) is to prepare learners for survival as the individuals can always fall back to the skill acquired in the course in time of emergencies, eventualities and family vicissitudes in the future. The study of home economics equips the learner with skills which could facilitate self-reliance and make the individual have a purposeful and very meaningful life through wise and management of their human and available material resources (Ejiofer, 2010).

Skill acquisition is the ability of an individual to develop his hidden potentials propelled through training and practice (Okeke, 2005). Skill acquisition involves human and material resources. One of the human resources is the teacher whose teaching effectiveness is a motivating element in the acquisition and development of the skills in the learner (Nwabuike, 2009). Teachers use material resources to inculcate necessary skills in learners. As emphasized by Rabiu (2007), no effective teaching and learning can take place without the application of materials, equipment and tools related to skills to be learn. This is why Oyin

(2006) opined that only learner-centred methods of teaching can facilitate and enhance teacher effectiveness which resultantly motivate the learner to self-discovery and self-realization.

According to Ejiofor (2010), home economics possesses the capability of equipping the individual with resounding skills that paves way to self-reliance, self-employment and open the way to availability of enormous occupational opportunities. Teaching these skills therefore, is a fundamental duty of the creative teacher who must be vast in teaching experience, fervent in communication skill, versatile in mastery of subject matter, and meticulous in the organization of evaluation process (Nwabudike, 2009). Emphasized by Okechukwu (2003), lack of appropriate instructional methods makes teaching/learning ineffective, retards productivity and dampens skill acquisition process. To acquire skill in home economics at all levels, human and material resources relevant to the development of effective learning skills must be purposefully adapted. Achieving self-substantiality and gaining meaningful and purposeful life is as a consequence of effective teaching made manifest through the application of the right teaching methods.

Statement of the Problem

The minimum qualification for teaching according to the National Policy on Education (NPE, 2014 Revised), is NCE. This goes to confirm that the Nigerian Educational system is brewed with highly qualified and professional teachers who teach in the primary schools and junior secondary schools. Unfortunately, the impact of the teacher's teaching effectiveness seems to be on the low as pupils continue to perform poorly in national examinations including First School Leaving Certificate Examination and Junior WAEC. In an attempt to bridge the gap created by this underlying problem, the researchers aim to compare the impact of teaching effectiveness using learner-centred methods and teacher-centred methods.

Purpose of the Study

- To find out the difference in teaching effectiveness of home economics teacher when using learner-centred method and teacher-centred methods.
- To examine the difference in skill acquisition when taught home economics using learner-centred methods and teacher-centred methods.

Research Question

- What is the difference in teaching effectiveness of home economics teacher when using learner-centred methods and teacher-centred methods
- What is the difference in skill acquisition when taught home economics using learner-centred methods and teacher-centred methods.

Research Hypothesis

- There is no significant difference in teaching effectiveness of home economics teacher when using learner-centred method and teacher-centred methods
- There is no significant difference in skill acquisition when taught home economics using learner-centred methods and teacher-centred method.

Methodology

Comparative survey design was adopted in the study. A total of 184 teachers (110 Females and 74 Males) was used as respondents in the study, selected through stratified sampling

technique. Purposive sampling technique was used to identify the schools that actively teach and practice Home Economics. "Teaching Effectiveness for Skills Acquisition in Home Economics Questionnaire (TESAHEQ)" was used for collection of data for this study, arranged in a 4-point Likert Scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) from which data were collected which contained 15 items that rated teacher effectiveness. The questionnaire was validated by one (1) expert in test and measurement and one (1) expert in home economics. Test-retest reliability index was used to ascertain the reliability of the Questionnaire and it produced a reliability coefficient of 0.88, proving the instrument reliable enough for use in the study. Descriptive statistics of mean was used to answer the research questions. Independent T-test was used to test the hypotheses formulated at 0.05 level of significance. The effect of proficiency of the teacher using learner-centred methods of teaching makes teaching delivery more effective on the learner and this is used as a yard-stick for measuring teaching to enhance skill acquisition in the learner. The result of the effect of teaching methods on teaching effectiveness will subsequently be used to facilitate and enhance skill acquisition in Home Economics which is the major essence of carrying out this research study.

Result and Discussion

Results

Research Question One

The research question sought to find out the difference in teaching effectiveness of home economics teachers when using learner centred and teacher centred methods. To answer the question descriptive statistics was performed on the data as shown in table 1.

TABLE 1: Descriptive statistics of the difference in teaching effectiveness of home economics teachers when using learner-centred and teacher-centred methods

Variables	N	X	Mean Diff.
Teaching effectiveness using learner centred methods	92	16.66	3.16*
Teaching effectiveness using teacher centred methods	92	13.50	

***Remarkable Difference**

The above table 1 presents the descriptive statistics of the teaching effectiveness of home economics teachers when using learner-centred and teacher-centred methods. From the results it was observed that teaching effectiveness using learner-centred methods (16.66) is higher than that of the teacher-centred methods (13.50). This proves that teachers are more effective in teaching to the comprehension of the students in home economics class when using learner centred teaching methods.

Research Question Two

The research question sought to find out the difference in skill acquisition when taught home economics using learner-centred and teacher-centred methods. To answer the question descriptive statistics was performed on the data as shown in table 2.

TABLE 2: Descriptive statistics of the difference in skill acquisition when taught home economics using learner-centred and teacher-centred methods

Group	N	X	Mean Diff.
Skill acquisition using learner centred methods	92	18.55	3.05*
Skill acquisition using teacher centred methods	92	15.50	

***Remarkable Difference**

The above table 2 presents the descriptive statistics of skill acquisition when taught home economics using learner-centred and teacher-centred methods. From the results, it was observed that skill acquisition using learner-centred methods (18.55) is higher than that of the teacher-centred methods (15.50). This proves that teachers are more effective to the comprehension of pupil's in skill acquisition using learner centred methods.

Hypothesis One

There is no significant difference in teaching effectiveness of home economics teachers when using learner-centred and teacher-centred methods. In order to answer the hypothesis, independent t-test analysis was performed on the data as shown in table 3.

TABLE 3: Independent t-test analysis of teaching effectiveness of home economics teacher when using learner-centred and teacher-centred methods

Variables	N	X	SD	t
Teaching effectiveness when using learner-centred methods	92	16.66	1.55	13.62*
Teaching effectiveness when using teacher-centred methods	92	13.50	1.60	

***Significant at 0.05; df = 182; N = 184; critical t = 1.960**

The above table 3 result indicates that the calculated t-value (13.62) was higher than the critical t-value (1.960) at 0.05 level of significance with 182 degrees of freedom. Therefore, the null hypothesis was rejected. This therefore means that there is a significant difference in teaching effectiveness of home economics teachers when using learner-centred methods and teacher-centred methods. Teaching method therefore has significant effect on teaching effectiveness of home economics teachers.

Hypothesis Two

There is no significant difference in skill acquisition when taught home economics using learner-centred and teacher-centred methods. In order to answer the hypothesis, independent t-test analysis was performed on the data as shown in table 4.

TABLE 4: Independent t-test analysis of the difference in skill acquisition when taught home economics using learner-centred and teacher-centred methods

Variables	N	X	SD	t
Skill acquisition using learner centred methods	92	18.55	1.41	13.74*
Skill acquisition using teacher centred methods	92	15.50	1.60	

*Significant at 0.05; df = 182; N = 184; critical t = 1.960

The above table 4 result indicates that the calculated t-value (13.74) was higher than the critical t-value (1.960) at 0.05 level of significance with 182 degrees of freedom. Therefore, the null hypothesis was rejected. This therefore means that there is a significant difference in skill acquisition when taught home economics using learner centred and teacher centred methods. Teaching effectiveness therefore has significant effect on pupils' skill acquisition in home economics.

Discussion of the Findings

The result of the data analysis in table 3 was significant due to the fact that the calculated t-value (13.62) was greater than the critical t-value (1.980) at 0.05 level of significant with 182 degree of freedom. The result implies that there is significant difference in teaching effectiveness of home economics teachers when using learner-centred and teacher-centred methods. The result was in agreement with the research finding of Maduewesi & Ihebereme (2009) who avowed that teaching effectiveness refers to those positive effects of teaching on learning which are consummated and confirmed through effective evaluation approaches. Teaching effectiveness involves those activities and functions which the teacher intelligibly carries out which motivate and attracts the learner to respond or reach to challenges within the classroom (Afe, 2004). The significance of the result caused the null hypothesis to be rejected while the alternative one was accepted.

The result of the data analysis in table 4 was significant due to the fact that the calculated t-value (13.74) was greater than the critical t-value (1.980) at 0.05 level of significant with 182 degree of freedom. The result implies that there is significant difference in skill acquisition when taught home economics using learner centred and teacher centred methods. The result was in agreement with the research finding of Ejiofor (2010) who asserted that home economics possesses the capability of equipping the individual with resounding skills that paves way to self-reliance, self-employment and open the way to availability of enormous occupational opportunities. Teaching these skills therefore, is a fundamental duty of the creative teacher who must be vast in teaching experience, fervent in communication skill, versatile in mastery of subject matter, and meticulous in the organization of evaluation process. The significance of the result caused the null hypothesis to be rejected while the alternative one was accepted.

Conclusion

Teaching methods as determinants of teaching effectiveness and skill acquisition in Home Economics in upper Basic Classes in Itu Local Government Area was the topic for research study. A teacher who adopts teacher-centered method of teaching subjects the learner to boredom and kills interest towards learning. Learner-centered methods propel skill acquisition in the learner and makes teaching effective and highly rewarding. Teaching/Learning is realizable as a consequence of effective teaching method which yields skill development. This is as revealed in the research results.

Recommendation

1. Learner centered methods like discussion, role-play guided-demonstration, dramatization are major factors that enhance teaching effectiveness.
2. Teachers, Administrators, Curriculum Planners and other stake holders in the education system should enforce the use of learner centred methods in every

teaching as it arouses interest and facilitate liveliness in the process of teaching and learning.

3. Learner centred methods pave way for learner's full participation in all class activities. By so doing, the hidden skills and talents in the learners are unfolded through self-discovery and self-reliance.
4. Workshops, seminars and other modes of training should be given to teachers to update their teaching skills for higher teaching effectiveness.

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