RELATIONSHIP AMONG TEACHING EXPERIENCE, COMPETENCE AND ECONOMICS PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN IBADAN, OYO STATE

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Abstract

The study examined the relationship among teaching experience, competence and Economics Performance of Secondary School Students in Ibadan, Oyo State. Descriptive survey design was used to execute the study. The population of the study comprised all secondary school teachers and students in Ibadan while the target population consisted of all senior secondary II Economics teachers and their students in Ibadan, Oyo State. One thousand six hundred and eighty five respondents (1625 students and 60 teachers) were purposively selected from 55 randomly selected secondary schools in the study area. Researchers design instruments tiled "Teachers Competence Questionnaire" and "Economics Achievement Test (EAT)" were used in obtaining information for the study. The reliability of the Teachers Competence Questionnaire was ascertained using Cronbach Alpha while the Economics Performance Test (EAT) was established using split-half method of testing reliability. The instruments yielded reliability coefficient values of 0.78 and 0.75 respectively. These coefficient values were considered high enough to be used in this study. The data collected were analyzed using descriptive statistics of mean and Multiple Regression Analysis. The study showed that the level of students' performance in Economics in Ibadan was high with a mean score of 62.79%; and that there was significant relationship among teaching experience, competence and performance. While there was significant relative contribution of experience to performance, a non-significant relative contribution of competence to academic performance was also found. It was therefore recommended among others that the government should ensure that only experienced teachers are employed to teach the student.

Keywords: Teaching experience, Competence, Economics, Performance.

Introduction

Academic performance is a catalogue of students' future in this extremely competitive world. It is one of the most imperative objectives of educational process, a major goal which every individual seek to attain. Academic performance as an imperative objective of educational process requires considerable efforts of teachers if students must excel academically. For students to learn meaningfully, teachers' experience and competence must be harnessed. Harnessing these variables could bring about meaningful learning and enhanced leaning outcome, especially in Economics.

Economics is one of the subjects offered at the senior secondary school level. As a subject, it is concerned with the study of scarce resources allocation to satisfy unlimited want. Economics must be taught and learned in an environment that will facilitate meaningful learning for it to contribute effectively to the economic, social and political life of people. The level of knowledge of Economics a citizen acquires will determine his/her ability in solving economic problems and making of rational decisions concerning the society. The success of any teaching and learning process which invariably influences students' knowledge level and academic performance depend on the effectiveness and efficiency of teachers.

Years of teaching experience is one of the variables one might think could influence students' academic performance. Teaching experience is usually thought of or measured by the number of years spent in doing a particular job. Teacher's years of teaching experience is a strong factor capable of exerting influence of students' academic achievement. This, however, is in line with the view of Croninger and Rathbun (2003) that teachers' qualifications, in-service or professional training, and experience are all very vital for students' achievement, but among all the factors, teaching experience plays a more significant role in students' performance. Experienced teachers have a richer background of experience to draw from which could contribute insight and ideas to the course of teaching and learning. Furthermore, more experienced teachers are considered to be more able to concentrate on the most appropriate way to teach particular topics to students who differ in their abilities, prior knowledge and backgrounds (Stringfield, 2014); which can only be possible by drawing from the wealth of experience gathered across the year of service. According to Hanushek, Rivkin, and Kain (2005) students taught by experienced teachers will perform better than students of inexperienced teachers. Teachers' year of experience is capable of determining the performance of students in schools. For the teaching and learning of Economics, experienced teachers are needed because of their wealth of experience which will enable them to handle individual differences of students during instructional processes.

Another variable that is capable of dictating students' academic performance is teachers' competence. Teacher competence is the extent to which a teacher has the knowledge and skills (Feryal, 2010) for effective delivery of service. For a teacher to be adjudged competent, he must be knowledgeable in his subject area and possess necessary skills that will enhance effective delivery of his lessons. Kimberly (2009) corroborated this when he stated that teachers must be

knowledgeable in their areas of study. In truth, if a teacher is not enlightened in his/her subject, then any hope of effectiveness goes right out the window. If a teacher lacks content and pedagogical knowledge of his subject or study area, he will not be able to impart knowledge to his/her students no matter the situation and conditions. Effective teaching could be measured by the level of a teachers' subject matter competence which Fakeye (2012) regarded as a prime predictor of students' learning. Unfortunately, most teachers do not possess the competence of the subject and where such happens, it is the students that will bear the brunt.

Existing studies on the influence of teacher's competence on students' academic performance are scanty. Abubakar (2014) studied perception of the relationship between teacher quality and students' academic performance in senior secondary schools in Kano metropolis. He found a significant relationship between teacher's knowledge of subject and students' academic performance. He stressed further that knowledge of subject matter played a significant role in the performance of students and therefore it led to the general conclusion that teachers with deeper knowledge of subject matter produced better students, than those with shallow knowledge of subject matter. This conclusion is however subject to further verification to be made by this study.

In recent time, students' academic performances are not encouraging. Academic performance refers to the measurable behaviours of students in a particular situation especially a controlled environment. It is in line with this that Abdullahi (2005) defined it as an individual's attainment after a course of instruction that is commonly designated by examination scores. When examinations are conducted, it is expected of students to perform well but reverse is the case in most instances. This assertion is evident in the work of Adu, Ojelabi and Hammed (2009) who reported that only 26.2% of the Economics students who sat for 2005 West African Examination Council obtained scores above average level, while the remaining 73.8% failed.

Poor performance has been observed in school subjects especially Economics among secondary school students and this is not only frustrating to the students and parents, its effects are equally grave on the society in terms of dearth of man power in all spheres of the economy and politics. The above situation validated the observation of Daso (2013) that in the year 2010, only 23% of the students who sat for West African Examination Council qualified for admission for a degree programme. There is a perceived risk that the percentage of failures in secondary schools is increasing day in day out. It is on this note that Daso (2013) earlier outlined a number of factors responsible for students' poor performances. These include the nature of curricula, teachers' methods of teaching, the parents, the government and lack of facilities in schools amongst others. Ojo (2004) identified teacher problems as one of the problems of teaching because of the position they hold in the implementation of educational policies. Secondary education is the basic requirement for selection into tertiary institutions and further skills training (Ministry of Education, 2005). When students however fail to meet the requirements, their chances of being admitted into tertiary institutions will be jeopardized.

Studies were carried out to investigate the influence of teaching experience and competence on students' academic performance without a comprehensive look at the variables. For example, Fakeye (2012) studied teachers' qualification and subject mastery as predictors of achievement in mathematics in Ibarapa Division of Oyo State. Also, Abubakar (2014) explored the perception of the relationship between teacher quality and students' academic performance in senior secondary schools in Kano Metropolis. Based on the available literature, none of the existing studies combined the variables of teachers' teaching experience, competence and students' academic performance in Economics. Similarly, there has not been any study conducted on the relationship among years of teaching experience and competence relates to academic performance in Economics in Ibadan, Oyo State. This is the gap that the researchers attempted to fill. This study is, therefore, amply justified as a complementary study to the existing knowledge.

The major purpose of this study was to examine the relationship among teaching experience, competence and Economics Performance of Secondary School Students in Ibadan, Oyo State. Specifically, the study found out 1) the level of secondary school students' performance in Economics in Ibadan, Oyo State; 2) determined the relationship among teaching experience, competence and performance; and 3) examined the relative contribution of teaching experience and competence to performance.

Research Question

This research question was answered in the study.

1. What is the level of secondary school students' performance in Economics in Ibadan, Oyo State?

Research Hypotheses

The following research hypotheses guided the researcher in the course of the study.

1. There is no significant relationship among teaching experience, competence and performance.

2. There is no significant relative contribution of teaching experience and competence to performance.

Methodology

This study adopted descriptive survey research design. Population of the study comprised all senior secondary school two (SS 2) students and Economics teachers in Ibadan, Oyo State. A total of 1,685 (1625 students and 60 teachers) were purposively selected from 55 randomly selected secondary schools in the study area. A research instrument titled 'Teachers Competence

Questionnaire', developed by the researchers was used to obtain information from the teachers. The questionnaire has two subscales with different titles. The research questionnaire was a four-point Likert type rating scale form and it comprised sections A and B. Section A of the research questionnaire described respondents' background information categories. It also sought the year of teaching experience of the teachers. Section B contained 15 items on teacher competence coined out in line with the objective of the study. In addition to this, multiple choice Economics Performance Test (EAT) also developed by the researchers was used in obtaining performance of the students taught by the teachers.

In establishing the validity of the instruments, experts in Measurement and Evaluation were consulted to content validate the drafted items. Based on the comments and suggestions from these experts, items that seem to be misleading or vague were modified or removed to ensure clarity. The reliability of the Teachers Competence Questionnaire was ascertained using internal consistency method of testing reliability based on Cronbach Alpha while the Economics Achievement Test (EAT) was established using split-half method of testing reliability. The instruments yielded reliability coefficient values of 0.78 and 0.75 respectively. These coefficient values were considered high enough to be used in this study.

Data obtained were analyzed using simple Multiple Regression analysis with the use of SPSS (Statistical Package for Social Sciences). Average score of the students taught by each of the teachers were calculated and paired with the years of experience and competence scores from the teachers for easy analysis. The research hypotheses were tested at 0.05 level of significant.

Results

Research Question: What is the level of secondary school students' performance in Economics in Ibadan, Oyo State?

To answer the research question, the students' performance in Economics was analyzed using mean statistics with a benchmark cut off score of 50% as shown in Table 1.

Table 1: Level of Students' Performance in Economics in Ibadan, Oyo State

Source	Minimum Score	Maximum Score	Mean of the Overall Scores	S.D
	22	89	62.79	10.29

Result in Table 1 showed the level of students' performance in Economics. As shown in the table, the level of students' performance in Economics in Ibadan was high with mean score of 62.79% considering the average benchmark of 50%. This is numerical indication that majority of the sampled students got mark that is above average.

Hypothesis 1: There is no significant relationship among teaching experience, competence and performance

Table 2: Regression Analysis on the relationship among teaching experience, competence and performance

Model	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Regression	6184.270	2	3092.135			
				11.55	0.000	**Rejected**
Residual	15263.474	57	267.78			
Total	21447.744	59				

*P<0.05

     Results in table 2 indicated that the variables of teaching experience and competence related significantly to the performance of secondary school students in Economics as seen in the degree of freedom of 2 and 57, with F ratio of 11.55 that is significant at p = 0.000. On the basis of the results, the null hypothesis is rejected which means that there was a significant relationship among teaching experience, competence and performance.

Hypothesis 2: There is no significant relative contribution of teaching experience and competence to performance.

Table 3: Relative Contributions of teaching experience and competence to performance

Model	(B)	Std. Error	(Beta)	(T)	Sig.
(Constant)	23.079	3.631		6.356	.000
Experience	0.300	0.042	0.292	7.135	.000
Competence	0.055	0.052	0.043	1.054	.292

     Results in table 3 revealed the contribution of each of the independent variables to the dependent variable. It reveals that experience contributed Beta weight of 0.29 and the t-value of 7.13 which is significant at 0.000. Competence contributed Beta weight of 0.04 and t-value of 1.05 and it is not significant to students at 0.29. However, both variables contributed significantly to students' performance in economics, but only the contribution of experience is significant and it is a relatively better variable that influenced performance of secondary school students.

Discussion of Findings

     The result of this study revealed that the level of students' performance in Economics in Ibadan was high. This means that majority of the students examined in the study performed above average. This result is possible where the teachers are experienced and often exhibited

their wealth of experience in adopting appropriate methods of teaching, frequently employing appropriate instructional materials, and exhibited positive attitude towards the teaching of Economics as a subject that will not only motivate the students, but also arouse their interest in Economics which will consequently lead to increased academic performance in the subject. This result is also plausible where factors like intelligence quotient (IQ), wiliness to learn using appropriate learning resources and facilities come into play on the part of the students. This result corroborated the earlier work of Oyinloye (2005) who found out that the academic performance of the sampled students was relatively above average.

Contrary to the observed level of students' performance in this study, the result refuted the earlier work of Adu, Ojelabi and Hammed (2009) who reported that only 26.2% of the students who sat for 2005 West African Examination Council Economics in Nigeria obtained scores above average level, while the remaining 73.8% failed. Variation in the result of this study and that of Adu, Ojelabi and Hammed (2009) might be due to cultural differences, differences in respondents' age, differences in sample size and method of data analysis employed. This is premised on the fact that cultural background, sample size, respondents' age and statistical tools are factors capable of influencing outcome of a research.

This study also found that there was significant relationship among teaching experience, competence and academic achievement. This means that teaching experience and competence jointly correlated with students' performance in Economics. This result is plausible where increase in teachers' competence and experience leads to considerable increase in their students' academic performance. This suggests that more experienced and competent teachers will produce students who will not only imbibe the contents of instruction, but also exhibit the acquisition of the instruction by means of good academic performance. The study corroborates the earlier work of Croninger and Rathbun (2003) who opined that teachers' experience and competence are very vital for student achievement. It is also in line with Hanushek, Rivkin, and Kain (2005) who found that students taught by experienced teachers performed better than students of inexperienced teachers.

Furthermore, this study found that experience contributed relatively better to academic performance than competence. This means that both variables contributed significantly to students' performance in economics, but only the contribution of experience is significant and it is a relatively better variable that influenced performance of secondary school students. This result is possible because experience is said to be the best teacher and one can be competent due to experience. This result is in line with the opinion of Croninger and Rathbun (2003) that teachers' qualifications, in-service or professional training, and experience are all very vital for student achievement, but among all the factors, teaching experience plays the most significant role in students' achievement.

Conclusion

It was concluded based on the findings of this study that teaching experience and teachers' competence play important roles in the academic achievement of students particularly in Economics. Years of teaching experience and competence have joint effect on academic performance when examined together but when examined separately, only experience relatively contributed to academic performance.

Recommendations

Based on the findings of the study, it was, therefore, recommended that, the government and school administrators should ensure that only experienced teachers are employed to teach the students. Where new teachers are employed, there should be avenue for them to learn from the experienced teachers before they will be classes to handle or teach single handedly. Furthermore, avenues, like seminar and workshops, through which pre-service teachers can acquire wealth of experience should be harnessed.

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