



Research Paper

Teachers' Teaching Habits and Academic Achievements of Geography Students in Senior Secondary Schools in Uyo Local Government Area of Akwa Ibom State, Nigeria

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ABSTRACT

The focus of the study was on teacher's teaching habits and academic achievement of geography students in senior secondary schools in Uyo Local Government Area of Akwa Ibom State. Variables namely teacher's communication effectiveness and teacher's classroom management strategies, were examined to see how they differ in academic achievement of students in Geography. To guide the study, two specific objectives, two research questions and two research hypotheses were formulated. Ex-post facto research design was used. The population of the study consisted of all the 2,043 senior secondary two (SS-II) Geography students in public secondary schools in Uyo Local Government Area of Akwa Ibom State. Stratified random sampling technique was used to sample 50% of schools per location while proportional sampling technique was used to obtain a sample size of 201 Geography students for the study. Two instruments namely, Teachers' Teaching Habits Questionnaire (TTHQ) and Geography Academic Achievement Test (GAAT) were used to collect the data. The instruments were duly validated while their reliability was tested using Cronbach's Alpha formula 21 of internal consistency. Mean and t-test statistic were used to analyze the data and test the hypotheses at $p < .50$ significant level and 199 degree of freedom. The findings of the study showed that there were significant differences in students' academic achievement in Geography based on the examined independent sub-variables. It was, therefore, concluded that teachers' teaching habits do enhance students' academic achievement in Geography. The work recommended, inter alia, that teachers should communicate effectively with their students and that classroom management should not be considered in isolation but from a systems analysis framework.

KEYWORDS: Teaching Habits, Academic Achievements, Communication effectiveness

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I. BACKGROUND OF THE STUDY

The teaching of Geography at the secondary school level requires a sound background of the subject both in theoretical and practical aspects by teachers of Geography (Silas, 2012). The new National Policy on Education (FGN, 2004) requires that Geography should be taught as a science subject at the senior secondary level to make the subject more functional and utilitarian.

Fafunwa (1974), views education as the acquisition of worthwhile values, knowledge and skills which are not only acceptable to the people but also relevant to those who can be brought to the service of individuals and his group. Thus, the values, knowledge and skill so acquired should be mastered and internalized by the individual to inform his actions, general attitudes in the society as well as his positive approach to life. The teacher plays an active part in the acquisition of this knowledge and skills. He is seen as the custodian of the knowledge that will be imparted to the learners.

For the purpose of this study, teachers' teaching habits involve all the attitudinal disposition displayed by the teacher in the course of teaching Geography. These habits are teachers' communication effectiveness and teachers' classroom management strategies.

1.1 Statement of the Problem

The teaching of the subject requires a sound knowledge of both the theoretical and the practical aspects (Adaralegbe, 1969). This assertion is important because Geography education is borne out of the need to make its product useful in the society. However, in spite of the laudable objectives of Geography in the general educational programme of the country, many students still find the subject very difficult.

It is on this background that this study is undertaken to determine academic achievement of Geography students in Senior Secondary Schools in Uyo Local Government Area of Akwa Ibom State based on teachers' teaching habit variables.

1.2 Purpose of the Study

1. To determine the difference in students' academic achievement in Geography based on teacher's communication effectiveness and
2. To examine the difference in students' academic achievement in Geography based on teachers' classroom management strategy?

1.3 Significance of the Study

This work establishes certain benefits to the students of Geography, the teachers, researchers, educational policy makers and the society as a whole. If appropriate teaching habits are adopted by the teachers, students will most likely develop interest in the subject.

1.4 Research Questions

The research questions formulated to guide the study are as follows:

1. How does academic achievement of students in Geography differ based on teachers' communication effectiveness? and
2. How does academic achievement of students in Geography differ based on teachers' classroom management strategy?

1.5 Hypotheses

1. There is no significant difference in the academic achievement of senior secondary students in Geography based on teachers' communication effectiveness.
2. There is no significant difference in the academic achievement of senior secondary students in Geography based on teachers' classroom management strategies.

1.6 Basic Assumptions of the Study

1. Teachers' teaching habit and academic achievement of senior secondary students in Geography can be measured using appropriate research instrument without any bias.
2. The intellectual or academic ability of students used in the study is normally distributed.

1.7 Delimitation of the Study

The study was focused on the determination of the difference between teachers' teaching habit and academic achievement of Geography students in Uyo Local Government Area of Akwa Ibom State, Nigeria.

1.8 Limitation of the Study

Some problems beyond the control of the researcher were encountered. Some principals and teachers were reluctant to create a conducive environment for the administration of the instrument and collection of test scores for fear of being exposed. This problem was however overcome by constantly reassuring them that the data were confidential and will be used strictly for empirical work only.

II. THEORETICAL FRAMEWORK

2.1.1 The stimulus – response (S-R) Theory by B. F. Skinner

The central theme of the stimulus - response (S-R) theory is that learning takes place through contiguous association of events or ideas and as a result of connections or associations between stimulus and response. For instance, if a child taught how to say "thank you" whenever that child is given something, a stimulus - response learning believes that a relationship is established between a stimulus which in this case is the gift and the response which in this case too, is the greeting "thank you". Therefore, a passive learning activity has taken place according to the dictates of immediate and available stimuli.

2.1.2 Trait Theory by Stogdill

The theory is based on individual's stability over time, how individuals differ from another and how the differences will influence human behavior. Unachukwu and Enbenebe (2009), describes trait as the consistent behavior of an individual. Osarenren (2001) also sees traits as the basic components of personality with the capacity of directing an individual's behavior. Trait theory is based on the assumption that all individuals have specific strengths and weaknesses within their personality and this will dictate how the individual will respond to new information, new experiences and new habits. Stogdill (1974), an exponent of this theory, identified certain traits and skills as being critical to leaders to include assertive, cooperative and decisive while the skills are being clever, creative, diplomatic and tactful about group task.

2.1.3 Fredrick Herzberg's Theory of Motivation to Work

Herzberg (1959), developed a two-dimensional theory of motivation to work. He emphasized that the two dimensions involved in motivation to work are "motivation factors" (satisfiers) and 'hygiene factors' (dissatisfiers). He identified hygiene or maintenance factors as wages and salaries, supervisory behavior, job demands, work rules, work groups, fairness, seniority rights and other factors that impinge upon the work. According to him, these hygienic factors though will dissatisfy the worker if taken away, will not motivates the worker to work harder even though they will provide the basis for motivation. The motivation factors, according to Herzberg (1959), are higher order needs like achievement, responsibility, growth and recognition. In order to inspire the employers to achieve their maximum potential productively, one must reward the workers by giving them responsibility, by making it possible for them to achieve and by assisting them to grow and be recognized.

III. RESEARCH METHOD

3.1 Area of the Study

The area of this research work was Uyo Local Government Area.

3.2 Design of the Study

The design of the study was ex-post facto research design. The ex-post facto design is 'a cross between descriptive and an investigation. It is descriptive in the sense that the researcher has no direct control of the independent variable' (Sax, 1979). The researcher considered ex-post facto design appropriate for the study because the effects were already felt and the task was to determine the causes.

3.3 Population of the Study

The population of this study comprised of all the two thousand and forty-three (2043) Geography students in Senior Secondary Two (SS 2) class in the fourteen (14) public secondary schools in Uyo Local Government Area.

3.4 Sample and Sampling Technique

Stratified random sampling and proportional sampling techniques were used to obtain a sample size of 201 used for the study.

3.5 Instrumentation

The research instruments used were Teachers' Teaching Habits Questionnaire (TTHQ) to obtain information on the independent sub-variables and Geography Academic Achievement Test (GAAT) to collect data on dependent variables.

3.6 Validation of the Research Instruments

Geography Academic Achievement Test

A 20 item test which constituted the Geography academic achievement test was adapted from the senior secondary school examinations conducted between 2008/2009 – 2011/2012 academic sessions. The questions were selected from a pool of multiple choice questions covering the different components of Geography curriculum. The Geography academic achievement test (GAAT) was adopted to assess the performance of Senior Secondary Two (SS2) students in Geography as it related to teachers' teaching habits.

3.7 Reliability of the Research Instruments

3.7.1 Teachers' Teaching Habits Questionnaire (TTHQ)

In order to establish the reliability of the TTHQ, the instrument was tried out on randomly selected thirty (30) Senior Secondary Two (SS2) students not included in the sample. Having pre-tested the instruments, the collected data were subjected to the estimation of the reliability coefficient using Cronbach's Alpha test of internal consistency. The formula provides for the measurement of items by obtaining the average estimation of reliability for all paired associations thereby associating each measurement item with every other essence (Sunday, 2010).

The reliability using Cronbach's Alpha test stood at 0.78 for communication effectiveness and 0.80 for classroom management strategies (see Table 1) and a reliability coefficient of 0.50 was accepted for the research.

Table 1: Reliability Coefficient of the Instrument

S/N	Variables	\bar{X}	Variance	α
1.	Teachers' communication effectiveness	30.319	29.6110	.78
2.	Teachers' classroom management strategies	32.1496	27.8187	.80

3.7.2 Geography Academic Achievement Test

The reliability of Geography Academic Achievement Test (GAAT) was also tried out on thirty (30) randomly selected Senior Secondary Two (SS-II) students not included in the main study. The test was scored and the scores so obtained from the participants' scripts were subjected to the estimation of the instruments' reliability. The reliability coefficient using Cronbach's Alpha formula 21 was 0.80 as presented in Table 2.

Table 2: Summary of Scale Statistics

TTHQ	31.6544	29.2199	.79
Achievement test	37.3852	30.0463	.80

A reliability coefficient closer to unit (+1.0) has been considered a greater reliability by Sax (1979), hence the calculated reliability coefficient of 0.80 was accepted.

3.8 Administration of the Research Instrument

The questionnaire on “Teachers’ teaching Habits” and the students’ achievement test on Geography captioned “Geography Academic Achievement Test” were administered to the sampled 201 students under examination condition.

3.9 Statistical Treatment of the Data

t-test statistic was used. The significant level of 0.05 was the basis for accepting or rejecting the formulated hypotheses.

IV. DATA ANALYSIS, RESULTS AND DISCUSSION OF FINDINGS

Table 3: Distribution of subjects into Independent Variable Sub- groups

Independent variables	Sample	sub-groups	Frequency	% of the Total
Teachers’ communication effectiveness	201	Effective	98	48.76
		ineffective	103	51.24
Teachers’ classroom management strategies	201	Effective	103	51.24
		ineffective	98	48.76

4.1 Data Analysis and Results

4.1.1 Research Question One (Q₁)

How does academic achievement of students in Geography differ based on teachers’ communication effectiveness?

Table 4: Summary of means and Standard Deviations of Students’ Academic achievement in Geography based on teachers’ communication effectiveness

Variable	N	\bar{X}	SD	Mean difference
Effective	98	41.96	4.74	7.01
Ineffective	103	34.95	8.70	

The findings in Table 4 show that the mean value for effective teachers’ communication (41.96) is greater than the mean value for ineffective teachers’ communication (34.95) with a mean difference of 7.01. This indicates that the difference exists in the academic achievement of students in Geography based on teachers’ communication effectiveness.

H₀₁: There is no significant difference in the academic achievement of senior secondary students in Geography based on teachers’ communication effectiveness.

To test this hypothesis, t-test statistic was used and the results are as presented in Table 5.

Table 5: Results of t-test analysis of students’ academic achievement in Geography based on teachers’ communication effectiveness

Variable	N	\bar{X}	SD	t_{cal}	t_{crit}	Decision
Effective	98	41.96	4.74	7.07*	1.96	Significant
Ineffective	103	34.95	8.70			

*Significant at $p < .05$, $df = 199$

The results in Table 5 show that the calculated t-value of 7.07 is greater than the critical t-value of 1.96 at degree of freedom of 199 and significant level of .05. Since the calculated t-value is greater than the critical t-value, the null hypothesis is rejected. This means that there is a significant difference in the academic achievement of students in Geography based on teachers’ communication effectiveness.

4.2.1 Research Question Two (Q₂)

How does academic achievement of students in geography differ based on teachers' classroom management strategies.

Table 6: Summary of means and standard deviations of students' academic achievement in Geography based on teachers' classroom management strategies.

Variable	N	\bar{X}	SD	Mean difference
Effective	103	41.65	4.92	6.70
Ineffective	98	34.95	8.89	

The findings in Table 6 reveal that the mean value for effective teachers' classroom management strategies (41.65) is greater than the mean value for ineffective teachers' classroom management strategies (34.95) with a mean difference of 6.70. This indicates that a difference exists in the academic achievement of students in Geography based on teachers' classroom management strategies.

H₀₂: There is no significant difference in the academic achievement of senior secondary students in Geography based on teachers' classroom strategies.

Table 7: Results of t-test analysis of students' academic achievement in Geography based on teachers' classroom management strategies

Variable	N	\bar{X}	SD	t_{cal}	t_{crit}	Decision
Effective	103	41.65	4.92	6.65*	1.96	Significant
Ineffective	98	34.95	8.89			

*Significant at $p < .05$, $df = 199$

The results in Table 7 show that the calculated t-value of 6.65 is greater than the critical t-value of 1.96 at degree of freedom of 199 and significant level of 0.05. Since the calculated t-value is greater than the critical t-value, the null hypothesis is rejected. This means that there is a significant difference in the academic achievement of students in Geography based on teachers' classroom management strategies.

4.3 Discussion of Findings

4.3.1 Teachers' Communication Effectiveness and Students' Academic achievement in Geography

The difference in students' academic achievements based on teachers' communication effectiveness show that students who are taught with effective communication procedure of teachers had a mean score of 41.96 while students who are taught with ineffective communication had a mean score of 34.95. These findings confirm the view of Chory and McCroskey (1999), Christensen and Menzel (1998) and Kelly and Gorham (1988) that teachers communication effectiveness actually enhances students' academic performance in Geography.

4.3.2 Teachers' Classroom Management Strategies and Students' Academic Achievement in Geography

The results of the data analysis revealed that the null hypothesis was rejected. Hence, students taught by teachers with effective classroom management strategies obtained a higher mean score of 41.65 than those thought by teachers with ineffective classroom management style at 35.95.

V. SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary of the Study

The findings of the study showed that there were significant differences in students' academic achievement in Geography based on teachers' communication effectiveness and teachers' classroom management strategies. All the two null hypotheses were, therefore, rejected.

5.2 Conclusion

- Effective communication enhances effective teaching and learning which ultimately improves students' academic achievement.
- Teachers' classroom management strategies effectively enhance students' academic achievement.

5.3 Recommendations

- Teachers of Geography should de-emphasize the use of lecture method while teaching.
- Classroom should be properly managed to achieve educational goals.

5.4 Implications

- Teachers of Geography should use more of indirect teaching methods rather than direct or lecturing method in teaching.
- School inspectors and supervisors can draw the attention of teachers to any noticeable weakness in the teaching habit of teachers.

5.5 Suggestions for Further Research

- It would be appropriate that further studies should focus on other local government areas for the purpose of result comparison.
- Further work could also be carried out with a large sample size in order to ascertain the generality of findings and conclusions.

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