

## ***Perceived Influence of Teaching Style and Commitment on Learning Outcome of Secondary School Economics Students in Shongom LGA of Gombe State***

**Samuel Alfayo Boh, Ph.D**

*Department of Educational Foundations*

*Faculty of Education*

*Federal University of Kashere*

*Gombe State*

[Samuelalfayoboh02@gmail.com](mailto:Samuelalfayoboh02@gmail.com)

---

### **Abstract**

*The study investigated perceived influence of teaching style and commitment on learning outcome of secondary school economics students in Shongom Local Government Area of Gombe state. The design of the study is survey, while the population of the study comprises teachers and students from selected secondary schools in the study area. The study was guided by two (2) research questions. A sample size of fifty teachers was randomly selected for the study. The research instrument used was a questionnaire designed by the researcher and validated by experts. The data collected were analyzed using simple percentage, mean and standard deviation. The finding from this study reveals that teaching style determine students' learning outcome in economics subject, and teaching commitment has positive impact on learning outcome and its absence affects students' learning outcome. Based on the finding, it is recommend that government, schools and teachers should adopt a positive and adequate teaching style because it determines and predict learning outcome of students.*

**Keywords:** teaching, style, commitment, predictor, learning

### **Introduction**

Economics is one of the subjects in secondary school; it is an important subject taught in secondary schools. Economics is important both to students and the society at large because it cuts across all spheres of human endeavour. Adamu (2014) defined economics as the study of how man allocates their limited cum scarce resources to provide for their various wants or needs. Samuel (2020) defined economics as a science concerned with those institutions which are involved in the use of scarce resources to produce and distribute goods and services in the satisfaction of human wants. Economics is useful because it helps to train students to think critically and make them effective members of the community. Ali (2016), on the importance of economics, said that Economics helps to develop the power of critical thinking and thereby makes students or individuals unwilling to accept all statements without clarification and thorough scrutiny.

Teacher commitment is the emotional bond between the teacher and the school. It can also lead to motivation to work. Commitment is one's attitude, including affect, belief, and behavioural intention toward his work (Con, 2013). Commitment as an attitude reflects feelings such as attachment, identification and loyalty to the organization as an object of commitment. Simon (2019) indicated that commitment as a behaviour is evident when committed individuals enact specific behaviour due to the belief that it is morally

correct rather than personally beneficial. In terms of motivational perspective, organizational commitment is state of being in which organizational members are bound by their actions and beliefs that sustain their activities and their own involvement in the organization. Mill (2014) defined organizational commitment as a person's feeling with regard to continuing his or her association with the organization, acceptance of the values and goals of the organization, and willingness to help the organization to achieve such goals and values. Thus, organizational commitment is a bond the employee has with his/her organization. The degree of teachers' commitment is one of the important aspects of increasing learning outcome and quality of school staff (More, 2018). Commitment is defined as a degree of positivity, affective bond between the teacher and the school. Teacher's commitment reflects the degree of internal motivation, enthusiasm, job satisfaction, efficacy and effectiveness. Researchers argued that increasing the commitment of teachers is an important step in the process of school reform. Moreover, professionalization of teachers will result in higher commitment, which will positively affect teachers' performance and students' proficiency that will ultimately lead to improvements in students' learning (Danjuma, 2017). Commitment is part of a teacher's affective or emotional reaction to their experience in a school setting (Auwal, 2015). It can be seen to be part of a learned behaviour or attitude associated with the professional behaviour of teachers. From these affective reactions to the school setting, teachers make decisions about their level of willingness to personally invest to that particular setting, or particular group of students.

Bello (2014) defines commitment as the investment in a particular career, in this case, teaching. Whereas, Lewi (2017) regards commitment as the willingness an individual enacts investing personal resources to the teaching task. Commitment is a sense of fidelity and adherence. The sense of belonging in the core of commitment concept causes a constitution of a connection between organization and individual and makes the individuals gather round a common value, aim and culture.

### **Statement of the problem**

Economics is being taught in secondary schools in Shongom Local Government Area of Gombe state. It has been observed that economics students in Government Secondary School, Shongom performed poorly in the 2021 May/June Senior Certificate Examination compared to the previous year (Gombe state Ministry of Education). It has also been observed that there are lots of factors militating against the effective teaching of economics in secondary schools in the study area. Poor performance in Secondary School Certificate Examination (WAEC) is caused by many factors such as students' ineffective study techniques, quality of teachers and method of teaching, the parents' inability to provide useful materials like textbooks, exercise books and school fees and problem of inadequate instructional materials for teaching and learning of Economics in schools. However, the pivoting problems of economics is complex and can minimally be solved if the teachers change their teaching style, and are committed towards teaching and learning in schools generally and to economics in particular because the ability to achieve learning outcome depends on teaching style and commitment. Unfortunately, teachers do not apply various teaching styles and commitment in teaching of Economics to secondary school students. The teaching style and commitment to be used depends on the academic ability of the students. However, the application of teaching style and commitment has assisted

in the teaching of Economics. Using recent development in technology, teachers are able to employ various teaching styles and commitment to serve more effective instruction, which will help students improve their learning outcome. Teaching style and commitment are not employed in most secondary schools; even in some schools where teaching style and commitment are employed, it appears there are not being applied for the teaching of Economics or else the learning outcome of students in Economics would have been better. This study therefore investigates the perception of influence of teaching style and commitment in secondary school Economics students in Shongom Local Government area of Gombe state with a view to arresting the downward trend in Economics learning outcome of secondary school students at Shongom.

### **Purpose of the study**

The purpose of the study is to:

- 1) Examine the perceived influence of teaching style on learning outcome of secondary school economics students in Shongom Local Government Area of Gombe state.
- 2) Determine the perceived influence of commitment on the learning outcome of secondary schools Economics students.

### **Research questions**

1. What is the perceived influence of teaching style on learning outcomes of secondary school Economics students?
2. What is the perceived influenced of teaching commitment on learning outcomes of secondary schools economics students?

### **Methodology**

Descriptive survey was adopted for the study. The reason for the choice of this research design is because a survey research is one in which a group of people are studied by collecting and analyzing data from only a few people considered to be representative of the entire group. The survey design has the advantage of studying a part of the population to make a generalization on the entire population. This advantage makes it easier to be adopted, hence the choice of this design. Teachers and students of secondary schools in Shongom Local Government Area of Gombe state constitute the population of the study. The simple random sampling technique was adopted for this study. 50 teachers were selected from the schools in the study area. The instrument that was used for data collection was questionnaire; the Likert-Scale questionnaire was constructed in such a way as to get a single option response by ticking the option most appropriate to them. The questionnaire is made up of two sections: "A" and "B". Section "A" contains demographic information of the respondents, while section "B" deals with items that measures the variables of the study. Four rating point scale with a response mode of Strongly Agree, Agree, Disagree, and Strongly Disagree was used for this section of the instrument. The scale was rated as follows: Strongly Agreed (SA) - 4 points, Agreed (A) - 3 points, Disagreed (D) - 2 points, and Strongly Disagreed (SD) – 1 point. The respondents were requested to indicate by ticking in the appropriate boxes, the responses applicable to the items. Simple percentages, mean and standard deviation were adopted to analyze the data and answer the research questions.

**Presentation of results**

**Research question one:** What is the perceived influence of teaching style on learning outcomes of secondary school Economics students in Shongom Local Government Area, Gombe State?

**Table 1:** The perceived influence of teaching style on learning outcomes of secondary school Economics students

S/N	ITEMS	SA	A	D	SD	A	D	$\bar{x}$	DECISION
1	Teaching style determines learning outcome of economics students in secondary schools	15	30	15	20	56	44	2.5	Agree
2	Teachers' teaching styles have positive impact on students' learning outcome	40	15	20	5	69	31	3.4	Agree
3	Students' performance depends on the teaching style by the teacher	10	5	15	50	19	81	1.7	Disagree
4	Teaching styles have positive impact on students' learning outcome	50	10	6	14	75	25	3.5	Agree
5	Economics teachers anticipate their teaching and learning activities in secondary school	40	15	20	5	69	31	3.4	Agree
6	Economics teachers use various teaching style in teaching economics subject in secondary school	5	5	25	50	19	81	1.8	disagree
7	Lack of teaching style by the teacher affects students' learning outcome	20	35	15	10	69	31	3.4	Agree

Item 1 of table 1 shows the respondents believed the assertion that teaching style determines learning outcome; this can be seen from the mean of 2.5 which is equal to the criterion mean of 2.5. Responses from item 2 shows a mean of 3.4 which is above the magnitude mean of 2.5 when the respondents were asked whether teachers' teaching style have positive impact on students' learning outcome. The item 3 is contrary when the respondents disagreed with the assertion that teaching style by teachers determines performance of economics students with a mean of 1.7 which is below the magnitude mean of 2.5. Item no. 4 shows a mean of 3.5 for respondents' opinion on whether teaching style has positive impact on students' learning outcome, which is above the criterion mean of 2.5.

Furthermore, item 5 shows the mean of 2.5 equal to the magnitude mean of 2.5 in decision rule that implies that Economics teachers anticipate their teaching and learning activities

in secondary school. In item 6, respondents believe that Economics teachers do not use various teaching styles in teaching economics subject in secondary school. This is as the mean of 1.8 is below the magnitude mean of 2.5. Lastly, results from item 7 with a mean of 3.4, which is above the magnitude mean of 2.5, show that respondents believe that lack of teaching style by the teachers affects students' learning outcome.

**Research question two:** What is the perceived influence of teaching commitment on learning outcomes of secondary schools economics students?

**Table 2:** The perceived influence of teaching commitment on learning outcomes of secondary schools Economics students

S/N	ITEMS	SA	A	D	SD	A	D	$\bar{x}$	DECISION
1	Teachers are committed to both curricular and extracurricular activities in secondary school	15	30	15	20	56	44	2.5	Agreed
2	Teaching commitment is only efficient when instructional design was used in teaching and learning process of economics subject	40	15	20	5	69	31	3.4	Agreed
3	Teaching commitment makes learning more interesting to the Economics student of secondary School	50	10	6	14	75	25	3.5	Agreed
4	Students in secondary school find Economics subject very hard	40	20	5	15	75	25	3.1	Agreed
5	Government encourages and provides incentive to economics teachers commitment in secondary school	20	15	30	15	44	56	2.4	Disagreed
6	School management encourages teachers in delivering their lesson of economics subject	40	15	20	5	69	31	3.4	Agreed
7	Learning outcome can only be attained through teaching commitment of teachers in secondary schools	15	10	40	15	31	69	2.3	Disagreed

From table 2, item 1 with a mean of 2.5 shows that the respondents believed that teachers are committed to both curricular and extracurricular activities in secondary school in the study area. Item 2 with a mean of 3.4 indicates that the respondents agreed that teachers are only efficient when instructional design was used in teaching and learning process of

## Perceived Influence of Teaching Style and Commitment on Learning Outcome Samuel Alfayo Boh, Ph.D

economics subject in secondary school. In item 3, respondents were asked whether commitment makes learning more interesting to the economics students of secondary school. The responses show that the respondents agreed on that assertion as shown by 3.5 mean which is above the magnitude. In item 4 with a mean of 3.1 which is above the magnitude mean of 2.5, the respondents believed that students in secondary school find economics subject very hard when teaching commitment is not applied by the teachers.

Item 5 with 2.4 mean is below the magnitude mean of decision rule of 2.5. This means that the respondents reject that government encourages and provides incentive to economics teacher's commitment in secondary schools. Meanwhile, in item 6, the respondents believed that school management encourages teaching commitment among the teachers in delivering their lesson on economics subject; this is as the mean of 3.4 is above the magnitude mean of 2.5. On item 7 with a mean of 2.4 which is below the magnitude mean of 2.5, the respondents do not believe that learning outcome can only be attained through teaching commitment of teachers in secondary school.

### **Discussions of the findings**

The findings from this study show that the respondents perceived teaching style as having influence on learning outcome of students, with teaching style directly or indirectly affecting the learning outcome and making learners more interested in the lesson and retaining what was learnt for a long period of time. This finding agreed with Danjuma (2017) whose finding indicated that teaching style and techniques observed in the classroom are significant predictors of students' learning outcomes. Also, the findings by Bello (2014) showed that teaching style predicts learning outcomes either directly or indirectly. Again, the findings from this study also agree with the finding of Auwal (2015), which showed that lack of teaching style will always be a disadvantage to learner outcomes because of the mismatch between the teaching and learning styles. Lewi's (2017) finding described students' learning outcomes as encompassing a wide range of students' attributes and abilities, both cognitive and affective, which are a measure of how their secondary school experiences have supported their development as individuals through teaching style.

Furthermore, the findings from this study shows that respondents perceived teaching commitment as having influence on learning outcome of secondary school students. Also the finding shows that irrespective of lack of government incentive to teachers, yet teachers try to be committed to both curricular and extracurricular activities in order to make teaching and learning outcome positive through having interpersonal relationship with the students. Also this finding is in line with finding by More (2018) which shows that commitment is an important work attitude because it drives the individuals who are expected to be willing to work harder to achieve their educational goal and remain employed. The finding indicates that teachers' commitment is a significant factor in efforts to improve school outcomes, especially students' academic achievement.

### **Conclusion**

The study examined the perceived influence of teaching style and commitment on learning outcome of economics students in secondary schools in Shongom LGA of Gombe state. To achieve the purpose of the study, survey research design was adopted for this study.

80 Economics teachers and students making a total of 80 respondents was the sample. A modified 4 point Likert questionnaire was structured to elicit responses from the respondents. The findings of the study revealed that teaching style and commitment have influence on learning outcome and it has positive impact on economics students' performance. Based on the findings of the study, it can be concluded that teaching style and commitment influence learning outcome of economics students in secondary school. It can also be concluded that the respondents perceive teaching style and commitment as having a positive impact on learning outcome be it directly or indirectly and they motivate and increase economics student's performance in secondary schools. With the aid of teaching style and commitment, students become interested and actively participate in teaching and learning which by implication determine and predict their learning outcome. Quality education cannot be achieved without the efforts of dedicated and highly committed teachers. Committed teachers must inculcate and nurture values that will guide the subsequent use of the learning of both knowledge and skills in the wider world outside the classroom.

### **Recommendations**

The following recommendations are based on the findings of the study:

1. Teachers should be committed in every aspect of school, both curricular and extracurricular activities of the school.
2. Learning outcome should be tested both in cognitive, affective and psychomotor domains with the aid of teaching style and commitment by the teachers.

### **References**

- Adamu, H. Z. (2014). *Instrumentation in Behavioral Research*. Enugu: Fulladu Publishing Company.
- Ali, A. H. (2016). Student achievement in democratic classrooms. Paper presented at the meeting of the American Educational Research Association, Chicago.
- Auwal, K. (2015). Teachers' behavior and practice in the classroom. *Scandinavian Journal of Educational Research*, 48(1), 95-114.
- Bello, C. S. (2014). Gender in schools: A qualitative study of students in educational administration. *Journal of Educational Research*, 100(1), 35-43.
- Con, F. (2013). Teachers as managers: An exploration into teaching styles. *The International Journal of Education Management*, 9(5), 16-20.
- Danjuma, D. D. (2017). *Fundamentals of economics for senior secondary schools*. Onitsha: Africana-Fep Publishers Ltd.
- Lewi, B. L. (2017). Predictors of commitment, job satisfaction and intent to stay in teaching: comparison of general and special educators. *The Journal of Special Education*, 25(4), 453-471.

Perceived Influence of Teaching Style and Commitment on Learning Outcome  
**Samuel Alfayo Boh, Ph.D**

- Mill, B. L. (2014). *Teaching style vs. learning style*. Columbus, OH: The Ohio State University, Center on Education and Training for Employment.
- More, E. (2018). The effect of congruency between learning styles and teaching styles on college student achievement. *College Student Journal*, 12, 307-308.
- Samuel, B. M. N. (2020). The Impact of Teachers in Economic Classrooms. *Journal of Economics* , 165, 25-30.
- Simon, W. D. (2019). Learning style and training delivery mode preference. *Journal of Workplace Learning*, 14(1/2), 5-10.