

**TEACHERS' PEDAGOGY AND STUDENTS' ACADEMIC ACHIEVEMENT IN
TOURISM IN SECONDARY SCHOOLS IN CALABAR EDUCATION ZONE
CROSS RIVER STATE, NIGERIA**

By

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Abstract

This study investigated the influence teachers' pedagogy and students' academic achievement in tourism in secondary schools in Calabar Education Zone Cross River State, Nigeria. To achieve objective of the study, two hypotheses were raised and tested at 0.05 significance level. The research design employed in the study was survey design. The population of the study comprise 1837 secondary school tourism teachers in Southern Senatorial District of Cross River State. The sample of the study was made up of 370 teachers selected from the population of the study, which is 20% of the population of the study. Two research instruments titled Teachers' Pedagogy and Students Academic Achievement in Tourism in Secondary Schools Questionnaire (TPSAATSQ) and Tourism Achievement Test (TAT), were used secure data for the study. From the administered questionnaire, data were analyzed with simple linear regression analyses. The findings of the study showed that teachers' teaching method significantly influenced students' academic achievement in tourism in secondary schools in Cross River State, Nigeria. It also revealed that there is indeed a significant influence of teachers' mastery of subject matter on students' academic achievement in tourism in secondary schools. Recommendations were made by the researcher that every teacher should develop an atmosphere conducive to learning in order to enhance the development of students' learning experiences. Teachers should also increase their knowledge of various instructional strategies in order to keep students engaged and motivated throughout the learning process. The researcher equally recommended that subject mastery through aptitude test should be a criterion for recruitment of teachers in secondary schools to improve students' academic achievement, therefore teachers should have mastery of their subject areas to ensure effective content delivery in the classroom.

Keywords: teachers' Pedagogy, Students, Academic, Achievement, Tourism & Secondary Schools.

Introduction

Teaching is a very complex activity that is affected by the tourism subject matter, the time available, the teacher's factor, the disposition of the learners and resources. A distinction can be made between the pedagogical perspectives of teaching which includes the selection and organization of teaching materials, method of instruction and assessment as well as the interpersonal relationship between teachers and the students and so on. There is essential interpersonal relationship between teachers and the students. Teachers prefer a disciplined environment for learning, some creates a pleasant classroom atmosphere where pupils feel safe to take risks and be creative. (Roselland Aelterman 2016). Success in any worthwhile endeavour may be contingent upon certain critical valuables or factors. This can also be said of the students' performance in school.

According to Ayeni (2011), teaching is a continuous process that involves bringing about desirable changes in learners through use of appropriate methods. Adunola (2011) indicated that in order to bring desirable changes in students, teaching methods used by educators should be best for the subject matter. Furthermore, Bharadwaj and Pal (2011) sustained that teaching methods work effectively mainly if they suit learners' needs since every learner interprets and responds to questions in a unique way (Chang, 2010). As such, alignment of teaching methods with students' needs and preferred learning influence students' academic attainments (Zeeb, 2004).

Leopold (2008) remarked that the brilliant performance of any child motivates him/her to focus on his area of specialization and do more. He also remarked that failure on the part of any student to perform better in the academic usually affects such a child psychologically in their next attempts. This forms the concern of teachers, parents and the government. Education is a tool for development area of any country in the world including Nigerian. It is this background that most modern state government usually pay

much attention to educational sector and allocate larger sum of money and resources in the annual budget to government effort can be supported by parent to send their children to school promptly and for the children to develop the interest to learn, so that they will become the future leader. The causes factors for pupil achievement gap had been raised to be, among many, physical environment and the school facilities, instruction facilities and materials, teachers' competency and training, teacher experience, teachers' attitude towards their job, parent involvement, class-size and homework. Achievement of educational goals therefore cannot be achieved without teachers. Teachers are the implementer of the curriculum; they can be referred to as the driver of the curriculum. Teachers are the main determinants of quality in education and are expected to be effective and committed. Teachers' challenges in this study comprised, teachers work load, teacher's area of specialization, teacher qualification, lack of adequate instructional facilities available to teachers and subject mastery.

The primary purpose of teaching at any level of education is to bring a fundamental change in the learner (Tebabal & Kahssay, 2011). To facilitate the process of knowledge transmission, teachers should apply appropriate teaching methods that best suit specific objectives and level exit outcomes. In the traditional epoch, many teaching practitioners widely applied teacher-centered methods to impart knowledge to learner's comparative to student-centered methods. Until today, questions about the effectiveness of teaching methods on student learning have consistently raised considerable interest in the thematic field of educational research (Hightower et al., 2011). Moreover, research on teaching and learning constantly endeavour to examine the extent to which different teaching methods enhance growth in student learning. Quite remarkably, regular poor academic performance by the majority students is fundamentally linked to application of ineffective teaching methods by teachers to impact knowledge to learners (Adunola, 2011). Substantial research on the effectiveness of teaching methods indicates that the quality of

teaching is often reflected by the achievements of learners. According to Ayeni (2011), teaching is a process that involves bringing about desirable changes in learners so as to achieve specific outcomes. In order for the method used for teaching to be effective, Adunola (2011) maintains that teachers need to be conversant with numerous teaching strategies that take recognition of the magnitude of complexity of the concepts to be covered.

Teachers' pedagogy is the science of teaching, instruction, and training. PK is the generic knowledge about pedagogy, teaching approaches, how students learn, methods of assessment, and knowledge of different theories about learning (McCaughtry, 2005). The teachers responsible for teaching tourism as a subject in the various schools may probably be among the unqualified teachers. As important as knowledge of tourism in providing them with the necessary skills for social, cultural, and economic integration in the society, it appears student's achievement in this subject at the secondary school level is dwindling than in the other related subjects. The teachers' instrument (TI), teachers' attitude (TA), teachers' qualification (TQ), teachers' workload (TW), in terms of numbers of pupils handled by teachers and the experience possessed by teachers (TE), teaching the subject as a subject coupled with the pupil's attitude (PA) towards the subject may be responsible in part of the downward trend in achievement observed in the results of the pupils in the subject (Ogun boyede, 2011). Attitude as a factor could be viewed as a totality of an individual's inclination towards object, institution or idea. The learner from the teacher's disposition to form attitude towards learning which could positively or negatively affect his/her performance. Teacher's effectiveness may be prime determinant of performance in the subject. Teachers need to be professionally qualified to enable them work effectively with pupils in stimulating and directing their growth in the desired directions. Studies have also shown that teacher's experience

exerts a great influence on the academic achievement of pupils.

Teachers have a very respectable position in the society. Being a teacher is to be a change agent transforming ideas into ideals and ideals into institutions which may spread the light of knowledge and wisdom into eternity. A competent and committed teacher is in demand for today's revolutionary era. Teacher commitment has been identified as one of the most crucial factors for the success of the education and school. Being a competent and committed teacher means being able to use the appropriate teaching strategy for his or her learners. It is a fact that students come from different backgrounds and have varied experiences and abilities. The use of appropriate teaching strategy is manifested if these concerns are properly addressed. Likewise, the use of appropriate teaching strategy makes the learning experience worthwhile and enjoyable for the learners. This can be attested by good academic outcomes being shown by the students through their performance and written output.

The mastery of subject matter is the foundation upon which the education of a teacher is based. The teacher with good knowledge of the subject matter is able to plan and teach the lesson by way of highlighting the main points of the lesson to the learner while clarifying the knowledge misconceptions. Teachers are among the most important players influencing student achievement, holding the key to sealing the gaps in students' achievement. It takes a competent teacher to be able to teach effectively. This means that the teacher should possess some characteristics to make him an effective teacher (Hamlin, 2016). Anderson (2010) in his study added that educators have come to realize that any meaningful improvement in the education that students receive is highly dependent on the quality of the instruction that the teacher provides. Darling-Hammond (2000) emphasized on the characteristics of a teacher.

Teachers' mastery of the subject matter influences the learners understanding of the subjects they learn, performance and the eventual attainment of national goals. Mastery

of the subject matter by the teacher helps them to impart knowledge effectively and confidently. Effective learning in schools would require effective teaching to accompany the efforts of the learners. The need for free and compulsory education cannot be overemphasized. This is to ensure universal participation in education for national growth and development. This fundamentally, is dependent on the quality of education available. No nation/country can rise above the level of its teachers. A quality teacher is the major criterion for offering the quality education. Researches reveal that, of all factors under the control of a school, teachers are the most powerful influence on student success (Babu and Mendro, 2003; Sanders and Rivers, 1996). It is obvious that, if you are going to teach a subject, then you should really know a lot about the subject, certainly in secondary schools, where teachers often specialise into one or two subject areas, there is a real emphasis on the teacher's knowledge of the subject matter (Keith, 2016).

Duru, Dominic, Udoha and Ochuba (2020), carried out a study on effects of teacher subject mastery on the academic achievement of secondary school students in Jalingo Local Government Area of Taraba State. This research work was carried out to study the effects of teacher subject mastery on the academic performance of secondary school students in Jalingo L.G.A., the study revealed that subject mastery significantly affects the academic performance of secondary school students in Jalingo.

Odili and Asuru (2020) carried out a study on Primary school teachers' mastery of primary school Mathematics content. The study investigated the level of competences (or mastery). It was found that about 77% of the sampled teachers have low level of mastery of primary Mathematics while only 3.97% exhibit high competences in the content of the subject. The aspects of the content that most teachers have mastery of are basic operations, numbers and numeration and everyday statistics. Most of the teachers have least competences in Algebraic processes. There were no significant differences in the level of mastery of the

content by male and female teachers. Differences in the mean Mathematics competence by the more experienced and the less experienced teachers are not statistically significant. Academic qualifications of teachers do not influence their level of mastery of primary Mathematics. No significant difference among the mean mastery scores by B.Ed, NCE and TC II certificate holders.

Statement of the problem

The persistent problem of poor performance of students in tourism remains very worrisome to stakeholders in Cross River State and Nigeria generally. Scholars have attributed the problem to poor handling of tourism subject by teachers who are not well-versed in the subject as well as in the classroom dynamic. The issues of poor students' performance in public examinations in secondary schools have been carried out by a lot of researchers in Nigeria but the results are inconclusive. The low academic performance of students in Nigeria could be attributed to low quality of teachers employed in schools. A lot of factors have been adjudged as the causes of poor students' academic performance which are related to teachers' professional attitudes, chief among which are: teachers' poor communication attitudes, poor classroom management attitudes, poor pedagogical attitudes and poor mastery of subject matter by teachers. It is on the basis that the researcher was poised study teacher pedagogy and students' academic achievement in tourism in secondary schools in Calabar Education zone, Cross River State.

Objectives of the study

The purpose of the study was to examine the influence of teacher pedagogy and students' academic achievement in tourism in secondary schools, Calabar Education Zone, Cross River State, Nigeria.

Specifically, the study sought to:

1. Ascertain the influence of teachers' method influence students' academic achievement in tourism in secondary schools, Cross River State, Nigeria.

2. Examine the influence of teachers' mastery of subject matter on students' academic achievement in tourism in secondary schools, Cross River State, Nigeria

students' academic achievement in tourism in secondary schools in Cross River State, Nigeria

Research questions

- 1 How does teaching method influence students' academic achievement in tourism in secondary schools, Cross River State, Nigeria?
- 2 How does teachers' mastery of subject matter influence students' academic achievement in tourism in secondary schools in Cross River State, Nigeria?

Hypotheses

- 1 There is no significant influence of teaching method on students' academic achievement in tourism in secondary schools, Cross River State, Nigeria
- 2 There is no significant influence of teachers' mastery of subject matter on

Methodology

The research design for the study is survey research design. This was used because it enables the researcher to use a sub set of the population (sample) to represent the entire population of the study. From the 5420 tourism teachers in Calabar Education Zone of Cross River State, a sample of 370 teachers was selected and used for the study. The data collected were analyzed with simple linear regression analysis at 0.05 significance level and 1 and 368 degree of freedom,.

Results

Hypotheses One: There is no significant influence of teaching method on students' academic achievement in tourism in secondary schools, Cross River State, Nigeria.

TABLE 1: Simple regression analysis of influence of teaching method on students' academic achievement in tourism in secondary schools, Cross River State, Nigeria

Variable	R	R ²	Adj. R ²	Std. Error
Teachers' teaching method	.134 ^a	.018	.016	2.090757

Source of variation	SS	Df	MS	F	Sig.
Regression	44.793	1	44.793	10.247	.001 ^b
Residual	2461.023	368	4.371		
Total	2505.816	369			

^aSignificant at .05 level.

To test the hypothesis, Simple linear regression analysis was used. The analysis in Table 1 showed that calculated F-value of 10.247 (F=10.247; p<.705) is significant. And since p(.001) is less than p(.05), it implies that there is a significant influence of teaching method on students' academic achievement in tourism in secondary schools in Calabar Education Zone,

Cross River State, Nigeria. Hence the null hypothesis was rejected and alternative hypothesis upheld

Hypothesis two: There is no significant influence of teachers' mastery of subject matter on students' academic achievement in tourism in secondary schools in Cross River State, Nigeria.

TABLE 2: Simple regression analysis of the influence of teachers' mastery of subject matter on students' academic achievement in tourism in secondary schools in Cross River State, Nigeria

Variable	R	R ²	Adj. R ²	Std. Error	
teachers' mastery of subject matter	.124 ^a	.015	.014	2.093433	
Source of variation	SS	Df	MS	F	Sig.
Regression	38.490	1	38.490	8.783	.003 ^b
Residual	2467.326	368	4.382		
Total	2505.816	369			

*Significant at .05 level.

To test the hypothesis, Simple linear regression analysis was used. The analysis in Table 2 indicated that calculated F-value of 8.73 ($p < .05$) is significant at .05 level of significance. Also, since $p(.003)$ is less than $p(.05)$, it implies that there is a significant influence of teachers' mastery of subject matter on students' academic achievement in tourism in secondary schools in Calabar Education Zone, Cross River State, Nigeria. Therefore, the stated null hypothesis was rejected

Discussion of findings

Teaching method and students' academic achievement

Data in Table 1 examined the influence of teachers' teaching method on students' academic achievement in tourism in secondary schools, Cross River State, Nigeria. The result showed that there is a significant influence of teaching method on students' academic achievement in tourism in secondary schools, Cross River State, Nigeria. This result is in line with the work of Hightower et al., (2011) who stated that to facilitate the process of knowledge transmission, teachers should apply appropriate teaching methods that best suit specific objectives and level exit outcomes. In the traditional epoch, many teaching practitioners widely applied teacher-centered methods to impart knowledge to learners' comparative to student-centered methods. Until today, questions about the effectiveness of teaching methods on student learning have consistently raised considerable interest in the thematic field of educational research.

The above conclusion is also in line with Adunola (2011) who indicated that in order to bring desirable changes in students, teaching methods used by educators should be best for the subject matter. Furthermore, Bharadwaj & Pal (2011) maintained that teaching methods work effectively mainly if they suit learners' needs since every learner interprets and responds to questions in a unique way.

Teachers' mastery of subject matter and students' academic achievement

Data in Table 2 examined the influence of teachers' mastery of tourism subject matter on students' academic achievement in tourism in secondary schools, Cross River State, Nigeria. The result of hypothesis two showed that there is a significant influence of teachers' mastery of tourism subject matter on students' academic achievement in tourism in secondary schools in Cross River State, Nigeria. The above stated conclusion is in line with the work of Babu and Mendro, (2003) that stated that the teachers' mastery of the subject matter influences the learners understanding of the subjects they learn, achievement and the eventual attainment of national goals. Mastery of the subject matter by the teacher helps them to impart knowledge effectively and confidently. Effective learning in schools would require effective teaching to accompany the efforts of the learners. The need for free and compulsory education cannot be overemphasized. This is to ensure universal participation in education for national growth and development. This fundamentally, is dependent on the quality of education

available. No nation/country can rise above the level of its teachers. A quality teacher is the major criterion for offering the quality education. Researches reveal that, of all factors under the control of a school, teachers are the most powerful influence on student success. It is obvious that, if you are going to teach a subject, then you should really know a lot about the subject, certainly in secondary schools, where teachers often specialise into one or two subject areas, there is a real emphasis on the teacher's knowledge of the subject matter (Keith, 2016).

Conclusion

In view of the findings of the study, the researcher concluded that teaching method significantly influences students' academic achievement in tourism in secondary schools, Cross River State, Nigeria. It also concluded that there is significant influence of teachers' mastery of subject matter on students' academic achievement in tourism in secondary schools in the study area.

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Recommendations

Based on the findings of the study, the following recommendations were made by the researcher that

1. Every teacher should develop an atmosphere conducive to learning in order to enhance the development of students' learning experiences. Teachers should also increase their knowledge of various instructional strategies in order to keep students engaged and motivated throughout the learning process
2. The researcher recommends that subject mastery through aptitude test should be a criterion for recruitment of teachers in secondary schools to improve students' academic performance, therefore teachers should have mastery of their subject areas to ensure effective content delivery in the classroom

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