
**RELATIONSHIP BETWEEN TEACHERS' BEHAVIOUR AND STUDENTS'
LEARNING INTEREST IN ECONOMICS IN SENIOR SECONDARY SCHOOLS
KEFFI, NASARAWA STATE**

¹Kolade, T. F., and ²Auta R. E.

^{1,2}Department of Educational Foundations, Nasarawa State University, Keffi.

Corresponding Email: Molafola7@gmail.com

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Abstract

The study examined the relationship between teachers' behaviour and students' learning interest in economics in senior secondary schools in Keffi, Nasarawa State. Two research questions, two objectives, and two hypotheses were formulated to guide the study. The study adopted a correlational research design. The population for the study comprised 1666 SS2 students in 5 public senior secondary schools in the Keffi, Nasarawa State. A total sample of 200 students from 5 public senior secondary schools was selected for the study. The sample of students was selected using simple random sampling procedure. Data was collected using a self-structured questionnaire named: Teacher Behaviour Scale (TBS) and Economics Learning Interest Scale (ELIS). Results from the validation of the instrument yielded a validity index of 0.77. The instrument was further subjected to a pilot study in order to ascertain its reliability. Cronbach alpha method was then used to compute the scores obtained from the pilot study, thereby yielding a reliability index of 0.89. Calculated r-values

of Pearson's product moment correlation was used to answer the research questions, while p-values of Pearson's product moment correlation was used to test the hypothesis at 0.05 level of significance. The findings of the study reveal that: there is a significant relationship between teaching strategies and students' learning interest in economics in public senior secondary schools in Keffi, Nasarawa State. Also, there is a significant relationship between teachers' communication skills and students' learning interest in economics in public senior secondary schools in Keffi, Nasarawa State. The study concluded that teachers' behaviour is significantly related to students learning interests in public senior secondary schools in Keffi, Nasarawa State. Based on the findings of the study. It was recommended among many that teachers of economics should adopt student-centered teaching strategies that can make the teaching and learning of economics more interesting to learners.

Keywords: Teachers' behaviour, Learning Interest.

Introduction

The importance of economics to nation building cannot be overemphasized. Despite the importance attached to economics as a key subject in realizing national economic and technological aspirations, it has experienced a flood of persistently high levels of loss of interest by learners (Imoko & Isa, 2015). The recent debate on the falling level of students' interest in economics has triggered the growing attention of researchers, parents and education authorities in their quest for the way forward over the last two decades. The teaching and learning of economics has therefore been an issue of considerable concern for some time now (Ampadu, 2012). Researchers, Educators and other stakeholders in the education sector have advanced educational arguments by trying to suggest a way forward. This also explains why the government and other stakeholders in the education sector have introduced a number of initiatives to promote effective teaching and learning of economics with the aim of making the subject more interesting. Ezeh (2013) posited that the classroom behavior of teachers goes a long way in determining students' willingness to learn economics. Ajai and Iyekekpolor (2016) opined that the classroom behavior of most economics teachers has not helped in catering for their individual differences and needs during classroom instruction, and for

this reason, students learning interest is bound to decline. A number of studies on teacher related factors in students' learning and their interest (Ainsworth, Blehar, & Wall, 2018) have shown communication skills and appropriate use of teaching strategies are crucial in enhancing students learning interest.

Communication skills refer to the manner in which the teacher transmits knowledge to the learners in the classroom. Communication skills comprise the teachers' fluency in communication, voice modulation and mannerism (Ezeh, 2012). Teachers' communication skills are an essential component of teachers' classroom behavior that is used to ascertain the competency of a teacher within the classroom. Also, teachers' communication skills determine the extent to which learners are able to comprehend what they are being taught during instructional delivery. Aside communication skills, another aspect of teaching behavior that is crucial is teaching strategies (Kravit, 2013)

Lamb and Fullarton (2012) referred to teaching strategies as approaches, methods, styles and skills adopted by school teachers to deliver and impact the objectives of the lesson plan while in the classroom. Isaac (2010), Juni and Muhammad (2014) opined that teaching strategies is lesson plan with instructional objectives and structure with an outline of the planned tactics necessary to deliver the lesson. Rawnsley (2010) posited

that one of the hallmarks of a competent teacher is the ability to adopt the appropriate teaching strategies for different topics and different categories of learners. There are different varieties of teaching strategies, and a teacher is required to be acquainted with each of them in order to guarantee efficient and effective instructional delivery. Teacher expertise in communication, mastery of subject area and content, as well as teaching strategies, are all that constitute teachers' classroom behaviour.

James, (2015) opined that teacher effectiveness depends on how they are able to arouse the interest of learners in the classroom, and this depends on the kind of behavior they exhibit during classroom instruction. In other words, if students have a free working relationship with their teachers, it may influence their interest in learning. It is based on this realization that this study is geared towards examining the relationship between teachers' behavior and students' learning interest in economics in public senior secondary schools in Keffi, Nasarawa State.

Research questions

The following research questions guided the study:

1. What is the relationship between teaching strategies and students' learning interest in economics in public senior secondary schools in Keffi, Nasarawa State?

2. What is the relationship between teacher communication skills and students' learning interest in economics in public senior secondary schools of Keffi, Nasarawa State?

Objectives

This study determined the relationship between teachers' behaviour and students' learning interest in economics in public senior secondary schools of Keffi, Nasarawa State.

1. To determine the relationship between teaching strategies and students' learning interest in economics in public senior secondary schools of Keffi, Nasarawa State.
2. To determine the relationship between teacher communication skills and students' learning interest in economics in public senior secondary schools of Keffi, Nasarawa State.

Research Hypotheses

This section presents the research hypotheses which were tested at the 0.05 significance level.

H₀₁: There is no relationship between teaching strategies and students' learning interest in economics in public senior secondary schools of Keffi, Nasarawa State.

H₀₂: There is no relationship between teacher communication skills and students' learning interest in

economics in public senior secondary schools of Keffi, Nasarawa State.

Review of Literature

Zainar, Filtria and Edd (2021) investigated the relationship between learning strategies and learning interest against students' learning outcomes at state elementary in Indonesia. Three objectives, three research questions and three null hypotheses were formulated in harmony with the objectives of the study. The design of this study was correlation design. The population of this study included all students in grade 5 at state elementary level. The sample size for the study was 72 grade 5 elementary state students who were selected using simple random sampling technique. The researcher developed a likert scale questionnaire for the purpose of data collection. Descriptive statistics of mean and standard deviation were used to summarize data related to the research questions while regression analysis was used to test the hypotheses. Findings from the study indicated there was a significant relationship between learning strategies and students' learning interest. From the results of the findings it is recommended that learning strategies that enhance student learning interest should be adopted during classroom instruction.

Fidele, Kizito and Alphonse (2020) examined teachers' behaviours towards vital interactions that attract students interest to learn mathematics at university of Rwanda

College of Education elementary and secondary schools. Survey research design was adopted for the study. Purposive sampling was used to select 8 students at elementary school and 13 students at senior secondary level to give a total sample of 21 students. Interviews were conducted by the researchers while survey questionnaires were also developed and administered to respondents. Descriptive statistics of mean and standard deviation was used to answer the research questions while chi-square statistics was used to test the hypotheses at 0.05 level of significance. Findings showed that teachers behaviour has a significant influence on students learning interest in mathematics. The study recommended that teachers that teachers should be approachable, responsive and behave in a way that motivates students to learn mathematics.

Methods

This study is an investigation into the relationship between teachers' behaviour and students' learning interest in economics in public senior secondary schools in Keffi, Nasarawa State. Correlation research design type was used for the study. The population for the study comprises of 1666 SS2 students in the 5 public senior secondary schools in Keffi Local Government Area in Nasarawa State. A sample of 200 senior secondary school students in public senior schools in Keffi Local Government Area of Nasarawa

State were selected for the study using simple random sampling technique of lucky dip. The instruments for the study were self-structured questionnaires by the researcher and named; Questionnaire on Teacher Behaviour (QOTEB) and Economics Learning Interest Scale (ELIS). The instruments contain 10 and 5 items each respectively. Section 'A' of the questionnaire on teacher behaviour comprise 5 items on teaching strategies while section B covers 5

items on teacher communication skills. The second instrument which is Economics Learning Interest Scale comprises of 5 items for assessing the level of students' interest in Economics. In answering the research questions, r- calculated values of Pearson's product moment correlation was employed while p-values (probability values) of Pearson's product moment correlation was employed in testing the hypotheses at 0.05 level of significance.

Results

Research Question one: What is the relationship between teaching strategies and students' learning interest in economics in public senior secondary schools in Keffi, Nasarawa State?

Table 1: Calculated-r Value of Pearson Product Moment Correlation Showing Relationship between Teaching Strategies and Students' Learning Interest in Economics in Public Senior Secondary Schools in Keffi, Nasarawa State

Variables	N	r	Remarks
Teaching Strategies	200	0.72	Positively Strong
Learning Interest	200		

Table 1 shows the views of respondents on the relationship between teaching strategies and Students' learning interest in economics in Public Senior Secondary Schools in Keffi, Nasarawa State. Based on the results of the analysis carried out, it was observed that at the sample size of 200 respondents, the calculated value of r is given as 0.72.

Research Question two: What is the relationship between teacher communication skills and students' learning interest in economics in public senior secondary schools in Keffi, Nasarawa State.

Table 2: Calculated-r Value of Pearson Product Moment Correlation Showing Relationship between teacher communication skills and students' learning interest in economics in public senior secondary schools in Keffi, Nasarawa State

Variables	N	r	Remarks
Teacher Communication Skills	200	0.84	Positively Strong
Learning Interest	200		

Table 2 shows the views of respondents on the relationship between teacher communication skills and Students' learning interest in economics in Public Senior Secondary Schools in Keffi LGA. Based on the results of the analysis carried out, it was observed that at the sample size of 200 respondents. The calculated value of r is given as 0.84. This value is high and above the moderate value of 0.50. Hence, there a positively strong relationship between ` teaching strategies and Students' learning interest in economics in Public Senior Secondary Schools in Keffi, Nasarawa State.

Test of Hypotheses

Hypothesis one: There is no significant relationship between teaching strategies and students' learning interest in economics in public senior secondary schools in Keffi, Nasarawa State.

Hypothesis 1 was analyzed using p-values of Pearson's product moment correlation statistics at 0.05 level of significance. Results are shown in Table 3 below:

Table 3: P-values of Pearson's Product Moment Correlation Statistics Showing Significant Relationship between Teaching Strategies and students' learning interest in economics in public senior secondary schools in Keffi, Nasarawa State.

Variables	N	R	p-value	Sig
Teaching Strategies	381	0.72	0.001	0.05
Learning Interest	381			

Table 3 indicates the p-values (probability values) Pearson's product moment correlation statistics showing significant relationship between teaching strategies and students' learning interest in economics in public senior secondary schools in Keffi Nasarawa State. The results show that at the calculated value for Pearson's product moment correlation which was given

as 0.69 while the p-value (probability value) was given as 0.001. It is observed that the p-value is less than 0.05 level of significance. Since the p-value is less than 0.05, hypothesis 1 is therefore rejected implying there is a significant relationship between teaching strategies and students' learning interest in economics in public senior secondary schools in Keffi, Nasarawa State.

Hypothesis two: there is no significant relationship between teacher communication skills and students' learning interest in economics in public senior secondary schools in Keffi, Nasarawa State.

Hypothesis 2 was analyzed using p-values of Pearson's product moment correlation statistics at 0.05 level of significance. Results are shown in Table 4 below:

Table 4: P-values Pearson's Product Moment Correlation Statistics Showing Significant Relationship between teacher communication skills and students' learning interest in economics in public senior secondary schools in Keffi, Nasarawa State

Variables	N	R	p-value	Sig
Teacher Communication Skills	381	0.84	0.000	0.05
Learning Interest	381			

Table 4 indicates the p-values (probability values) Pearson's product moment correlation statistics showing significant relationship between teacher communication skills and students' learning interest in economics in public senior secondary schools in Keffi, Nasarawa State.

The results show that at the calculated value for Pearson's product moment correlation which was given as 0.84, while the p-value (probability value) was given as 0.000. It is observed that the p-value is less than 0.05 level of significance. Since the p-value is less than 0.05, hypothesis 2 is therefore rejected implying there is a significant relationship between teacher communication skills and

students' learning interest in economics in public senior secondary schools in Keffi, Nasarawa State LGA.

Discussion

Findings from this study indicated there is a significant relationship between teaching strategies and students' learning interest in economics in public senior secondary schools in Keffi, Nasarawa State. In other words, the teaching strategies adopted by economics teachers is significantly related to the learning interest of students in Economics. This value is high and above the moderate value of 0.50. Hence, there a positively strong relationship between teaching strategies and Students' learning interest in economics in Public Senior Secondary Schools in Keffi. This finding is in agreement with the findings of Zainar, Filtria and Edd (2021) which indicated a significant relationship between learning strategies and learning interest of students at state elementary level in Indonesia.

Also the findings showed there is a significant relationship between teacher

communication skills and students' learning interest in economics in public senior secondary schools of Keffi LGA. This finding is in line with the findings of Fidele, Kizito and Alphonse (2020) which found that teacher's behaviours has significant influence on students interest to learn mathematics at university of Rwanda College of Education elementary and secondary schools.

Conclusions

Based on the findings of this study, the following conclusions were made:

1. Teachers' behaviour in the classroom through the teaching strategies adopted by economics teachers can significantly related to the learning interest of students in Economics. Thus, the interaction of the teachers with the student through the teaching strategies adopted has strong relationship with the learning interest of student in economics.
2. Also teachers' behaviour in area of teachers' communication skills cab

be related in terms of magnitude of students' learning interest in economics in public senior secondary schools in Keffi, Nasarawa State.

Thus, teachers' behaviour in terms of teachers' teaching strategies adopted and the communication skills by economics teachers do have direction of magnitude with the learning interest in Economics.

Recommendations

Based on the above findings, the following recommendations are made:

- (1) Teachers of economics should adopt student-centered teaching strategies that can make the teaching and learning of economics more interesting to learners. The teaching strategies adopted should be the one that can enhance the teacher's interactions with the student in such a way that it will stimulate the students' interest in learning economics.
- (2) Periodic workshops, training and seminars should be organized by the state ministry of education for economics teachers in order to

improve their communication skills in the classroom so that student learning interest in economics can be enhanced.

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