

Influence of Teachers' Experience on the Academic Achievement of Students in Home Economics in Esan West Local Government Area of Edo State

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Abstract

This study was to find out the influence of teachers experience on the academic achievement of students in Home Economics in Esan West local Government Area of Edo State. The descriptive survey design was used for this study. The population was the 3,012 students and 16 Home Economics teachers in the 16 public junior secondary schools in Esan West Local Government Area of Edo State. Using the purposive sample technique 16 Home Economics Junior Secondary Schools teachers and 320 students formed the sample for the study. The instruments used for the study are the Teachers Experience Questionnaire (TEQ) and Home Economics Achievement Test (HEAT). To analyze the data, the descriptive statistics tools, which were mean and standard deviation were utilized to analyze the research question while the hypothesis was tested with inferential statistics which was the t-test at .05 level of significance. One of the findings of this study is that teachers with high experience in teaching Home Economics had a higher mean score than their counterpart with low experience. Based on the findings, researchers recommend among others that government should encourage teachers through incentives such as promotion, increase in salaries and annual workshops so as to retain them for longer stay in the teaching profession.

KEYWORDS; *Experience, Academic Achievement, Incentives, Promotion, Technology*

Background to the Study

Education plays an important role in the life of a man, for it is a lifelong process. It is the process of development from infancy to maturity. It includes the effect of everything which influences human personality. Iram (2009) defined education as “a lifelong process of acquiring new knowledge and skills through both formal and informal exposure to information, ideas, and experiences. As enshrined in the National Policy on Education, It fosters the worth and development of the individual for the individual’s sake and for the general development of the society. Therefore, education becomes the instrument with which the society transmits its own culture and values. It is seen as the cornerstone of every development forming the basis for literacy, skill acquisition, technological advancement as well as the ability to harness the natural resources of the state.

Besides, education happens to be the seal of growth and expansion tools of nations all over the world. This is made possible by impacting the relevant knowledge, skills and habits to its citizens, in their preparation for meaningful life. In identification of this, the Federal Government of Nigeria introduced the prevocational education. Prevocational education is an aspect of education that introduces its recipients to the world of work. Prevocational education is a type of functional education, which forms part of Nigerian junior secondary school education that is geared towards general education purposes, and involves exploratory activities with the world of work (Uwameiye, 2015). Through the exposure of students to prevocational subjects, students develop a broader understanding of industrial processes and are helped to explore their individual interests and aptitudes. Prevocational subjects at the junior secondary education level in Nigeria include Business Education, Introductory Technology, Practical Agriculture and Home Economics.

According to Anyakoha (2015), Home Economics as that part of the curriculum enables the student to make informed decision in the everyday life and which contributes to the students understanding of the world of work. The world of work is drawn from the knowledge of Food and Nutrition, Clothing and Textile, Home Management, Consumer Education, Home Furnishing, Interior Decoration, Child Development and Family Relation. Home Economics as a subject, gives students an added advantage in competitive career market. Its aims and objectives according to Paulucci (2006), include the following:

- To provide basic skills for personal use now and in the future.
- To prepare students for future careers in Home Economics.

- To furnish students with knowledge and skills for national economy.
- To develop basic skills in Home Economics.
- To provide the orientation and basic skills so as to satisfy an occupation for those who may not have the opportunity to further their training beyond secondary school.
- To empower individual with desirable skills, knowledge and value to perform specific function so as to become self-reliant.
- To help individual become a judicious spender and develop proper values for the achievement of healthy living and growth of the nation.
- To understand the political framework of a nation so that they can contribute to national economic and development of their country.

The above objectives of Home Economics seem admirable. As worthy as they are, there seem to be problems in the realization of the objectives. One of the problems that may not allow easy realization of the objectives of Home Economics in the secondary school is the characteristics of the teacher. The teacher is the bridge that makes teaching and learning effective, there is need to look into teacher's characteristics because effective teaching elicit effective leaning. Likewise teachers are the principal initiator of learning. Thus Ali in Ojukwu (2012) argues that an educational system is only as good as the teachers who operate it. In other words the characteristics of the teacher are a major determinant of the quality of learning the child acquires from the classroom.

Teacher's experience as stated by Ighodoro (2009), is the knowledge acquired, being in a particular discipline over a given period of time. The period of time could be days, weeks, months or years. To be able to acquire this experience, a teacher or a professional must work under instruction of a boss with a willingness to receive instruction from him or her. Experience can also be a practical knowledge from a profession not gained in a former school setting but in a defined social environment like hospital, ministries, firm, school, and others. By the definitions and opinions about experience, it can only be acquired if we can see, prepare to do what we see and hear. This implies that one must be ready to work; one can be in a job for years without acquiring actual experience. Years of experience is an important aspect of teacher characteristics. In all spheres of life, people generally prefer to work with somebody who has stayed on a job for some years. In other words, there is the general belief that a person who has done a particular job for some period of time will perform better than a neophyte. The importance of experienced teachers in schools has been highlighted by many researches (Akinyele, 2010; Ogundere, 2010). Researchers have also

given different opinions about teaching experience and students learning achievements Ijaiya, (2000) and Akomolafe, (2010). Their arguments centered on the fact that experience improves teaching skills while pupils learn better at the hands of teachers who have taught them continuously in a period of years.

Statement of the Problem

Over the years, a number of researchers have actively focused their research activities on identifying ways and means of reversing the rate of declining achievements in the various school subjects. There are majorly two parameters in assessing the quality of learning; namely students' results especially in standardized test and their behavior or performance after school (Ijaiya, 2009). In Nigeria and particularly in Edo State, students' academic performance in the external examination at the secondary school has not been encouraging. Sam (2011) regrettably observed that academic excellence had since ceased to exist in the land. According to him, every academic year, the state is grieved by the below average performance of thousands of students in the national examination, where above 70% of the candidates failed to secure credits in five subjects including Home Economics. For instance, this analysis of the academic performance of students in Home Economics held in 2013, 2014, 2015, 2016 and 2017 in the 18 local government areas of Edo state. The analysed data disclosed that out of the total number of 58,983 that sat for the examination in five years, in Edo State, in 2014, 2015, 2016, 2017 and 2018; 1090 (1.8 %) passed with A. 2236 (3.8%), passed with B, 6897(11.7%) passed with C, 12763(21.6%) passed with D While 35,990 presenting (61%) failed the examination. Consequently, parents are concerned and worried about the poor performance of their wards, having spent so many funds to sponsor their children in schools only to come out with poor results. Stake holders in education are confused on how else to intervene in the affairs of teaching and learning, so as to improve the rate of performance in school subjects.

Although the federal government and stakeholders recognize the critical importance of Home Economics as a vocational course where students acquire life skills. The aforementioned challenge is an indication that this vocational programme may not have received the kind of attention and recognition it demands. However, some research studies suggested that factors inside and outside the classroom affect students' achievement. They ascribed the teachers factors as responsible for the students under achievements. (Ojo, 2004). Additionally, Ewa (2012) reported that that many

schools are using Biology and Agricultural science teachers to teach Home Economics which may determine their attitude towards teaching the subject. Therefore, one wonders if teacher's experience would influence student's academic achievement in Home Economics also in Edo state.

Studies on teacher's experience have been carried out in recent times. In the foreign scene, Olando and Mwangi (2021) investigated the influence of teachers characteristics (Teaching experience) and found out that teaching experience had significantly significant influence on reading, speaking, listening as well as basic skill among grade one pupils in Mombasa, Kenya. Aside, carryout this research outside the borders of Nigeria, and among primary school pupils, Muhammand (2021) carried out the effect of teachers academic qualification and experience on students achievement and interest in accounting in Kaduna State. And found out that teachers academic qualification and experience when taken together made significant influence on achievement of student in Kaduna State. This also was carried out carried out in the College of Education. To this end, it is not in the researcher's knowledge that any study on teachers experience on students academic achievement in Home Economics was carried out in Esan West Local Government Area in Edo State. This knowledge gap is what this study sought to fill.

Purpose of the Study

The main purpose of this study is to determine the influence of teachers' experience on the academic achievement of students in Home Economics. Specifically, the purpose of this study is to determine the:

- 1) influence of teachers' experience on the academic achievement of students in Home Economics in Esan West Local Government of Edo Sta

Research Questions

The following research questions were raised to guide this study.

- Research Question 1: What is the influence of teacher's experience on the academic achievement of students in Home Economics? And
- Research Question 2: What is the difference between the academic achievement of students taught by teachers with low experience and teachers taught with high experience in Home Economics in Esan West Local Government of Edo State?

Hypothesis

The following hypothesis was tested in this study:

Hypothesis 1: There is no significant difference between the academic achievement of students taught by teachers with low experience and teachers taught with high experience in Home Economics in Esan West Local Government of Edo State.

Methodology

The research design for this study was a descriptive survey. A research survey according to Olaitan & Nwoke (2011) is one which the entire population or representative sample is studied by collecting and analyzing data from the group through the use of structured questionnaire. This study is concerned with the influence of teachers' experience on student academic achievement in Home Economics. The independent variable consists of teachers' experience, The academic achievement of student of secondary school in Home Economics is the criterion variable. The design was considered appropriate for this study since the study was basically focused on describing the teachers' experience in relation with the academic achievement of students in Home Economics.

Population of the Study

The population for the study was made up of sixteen (16) Home Economics teachers teaching in the public Secondary Schools and the 3, 012 Home Economics students in JSS 11 in the concerned schools in Esan West Local Government Area of Edo State (Ministry of Education, 2018).

Sample and Sampling Technique

The entire population of 16 teachers was used for the study, because the population size is small. Based on this, there was no sampling for the teachers. For the students, the purposive sampling technique was utilized for selecting the schools; any school where there is Home Economics teacher, was purposively selected for the study. Any school without, Home Economics teacher was not included in the study. The entire population of sixteen (16) teachers from the 16 public schools constituted the sample of teachers for the study. This decision was taken, because the population size is of a manageable size. Based on this, there was no sampling for the teachers.

For the students, the purposive sampling technique was employed to draw a total number of 20 JSS 11 students from each of the 16 schools using the balloting technique. This was done in schools

where there is a Home Economics teacher. This gave a total of 320 students that were used for the study.

Instruments of the Study

The instrument that was utilized for data collection was a structured questionnaire title: “Teacher’s Experience Questionnaire (TEQ)” and “Home Economics Achievement Test. (HEAT)”. The TEQ was focused on the number of years respondent have in the teaching field, which is also termed as the teaching experience with that the teachers are classed as high or low experience. The Home Economics Achievement Test (HEAT) was a 50 item questionnaire which was used to determine the achievement of the students.

Validity of the Instrument

The instrument for data collection was subjected to face validity by the researcher’s supervisor and two other experts in the Department of Vocational and Technical Education, Faculty of education, Ambrose Alli University, Ekpoma. Their corrections and suggestions were incorporated into the final instrument.

Reliability of the Instrument

To establish the reliability of the questionnaire, a test re-test method was adopted. The instrument was first administered to Ten (10) Home Economics teachers and 30 Home Economics students in Esan North East. After an interval of two weeks, the instrument was re-administered to the same group of respondents. Their responses for first administration and second administration were correlated using Pearson Product Moment Correlation and it yielded a reliability coefficient of 0.78. For the achievement test, the Richard Kuderson formula was used in establishing the reliability since the achievement test requires either a pass or fail. The reliability of the achievement tested yielded a coefficient of 0.82 which shows that the achievement test is reliable.

Method of Data Collection

The researcher engaged the services of two (2) research assistants who were exposed to a short training on how to distribute and retrieve the instrument. The instrument was administered and retrieved the same day.

Method of Data Analysis

The research question was analyzed using the mean and standard deviation while the hypothesis was tested using t-test at .05 level of significance such that any calculated t-test value above 1.96 was regarded as significant, and any calculated t-test value less than 1.96 was regarded as not significant.

Presentation of Results

Research Questions 1: What is the influence of teachers' experience on the academic achievement of students in Home Economics in Esan West Local Government Area?

Table 1: Mean and Standard Deviation of Academic Achievement of Students in Home Economics According to their Teachers' Experience

Variable	Options	N	Mean	SD
Teachers' Experience	Low experience	186	49.40	10.86
	High experience	134	64.25	14.16
	Total	320		

Table 1 indicates that students taught by teachers with low experience scored a mean of 49.40 with a standard deviation of 10.86, while students taught by teachers with high experience scored a mean score of 64.25 with a standard deviation of 14.16. Students taught by teachers with high experience achieved higher than those students taught by low experience.

Table 2: Summary of t-test of the Academic Achievement of Students Taught By Teachers with High Experience and Students Taught By Teachers With Low Experience in Home Economics in Esan West LGA

Teacher'Experience	N	Mean	SD	Df	t-val	Decision
Low experience	186	49.40	10.86	14	2.74	*S
High experience	134	64.25	14.16			

Table 4 shows a calculated t-test of students performance in Home Economics, of students taught by high experienced and those with low experienced teachers in Esan West. The analysis shows a calculated t-value of 2.74 which is higher than the critical table value of 1.96 at .05 level of significance. The analysis indicated that there is a significant difference between the academic achievement of students taught by teachers with high experience and students taught by teachers with low experience in Home Economics in Esan West Local Government Area. The hypothesis was therefore rejected.

Discussion of Findings

The finding of this study shows that there is significant difference between the academic achievement of students taught by teachers with high experience and students taught by teachers with low experience in Home Economics in Esan West Local Government Area. This finding corroborates with the findings of Olando and Mwangi (2021) who revealed that teaching experience had a significant influence on reading, speaking, listening as well as basic skills. Ukwuayi, Etan and Unimma (2019) also examined the relationship between teachers characteristics and academic performance in commerce among senior secondary school revealed a significant relationship between teachers qualification, teachers years of experience and students academic performance in commerce among senior secondary school students in Cross River State, Likewise, Kirk Patrick (2015) supported the finding by declaring that experience is acquired when you work for some period of years, he or she will perform better and be an advantage to the institution. Experienced teachers in school has been highlighted by many researchers (Akinleye, 2010, Ogundare 2011) in investigating possible difference in teaching strategies, schuler (1984) grouped teachers into three levels of teaching experience (3-6, 7-10 more than 10 years). His finding revealed that experienced teachers perception of their teaching objectives was significantly more subject oriented than that of

first year teachers. Experience is the best teacher. Adeyemi (2010) examined teachers' teaching experience and students learning outcomes in the Secondary Schools in Ondo State Nigeria and found out that students taught by highly qualified teachers achieved higher than those taught by less qualified teachers.

Teachers experience has an important role to play on students' achievement at the junior secondary level. Experienced teachers have a richer background of experience to draw out from and can contribute insight and ideas to the course of teaching and learning; they are open to correction and are less dictatorial in class room. This finding is also in line with the finding of Muhammad, (2021) whose finding from a study revealed that all lecturers' academic qualification and experience when taken together made significant effect on students' achievement in Accounting. Ayugi, Ordera and Muse (2013) stressed that there is a significant relationship between teachers' years of experience and students' academic performance. Never the less, contrary to the finding of the study, Ansah, Quansah, and Nugba (2020) showed that experience did not significantly moderate the relationship between teachers subject matter knowledge and students mathematics achievement in addition likewise, Adeyemi (2010), contradicted the current finding, because the authors found that teachers teaching experience has no significant influence on students academic performance.

Conclusion

This study has found out that teachers experience influence academic achievement of students in Home Economics in Esan West Local Government Area of Edo State. This is a pointer to the fact that, this could be one of the reasons students are losing interest and therefore perform poorly. As a result decrease the passion to pick a career in Home Economics related trade after Junior Secondary. However provision of good incentives, good salary, re-training, provision of good teaching aids facilities and materials will be able to help to sustain teachers in schools.

Teachers' experience have proven to be a factor that influences students' academic achievement in Home Economics in Esan West. In line with this, it is believed that if the education stakeholders and relevant government agencies ensure that only teachers with high experience are utilized in the teaching of Home Economics in schools, a solid foundation in the subject in Esan West Local Government West would be laid.

Recommendations

Based on the findings of this study, the following recommendations were made
Government should allow high experience teachers and low experience teachers to teach together in the same school. This will help the high experience teachers to mentor the low experience teacher

1. Teachers with high experience should be utilized in the teaching of Home Economics in the junior secondary schools in Esan West Local Government Area.
2. Good incentive, salary and remuneration should be paid to teachers of Home Economics to boost their moral and attitude towards teaching of Home Economics so as to retain them in schools.
3. Adequate teaching and learning materials, facilities and equipment for laboratory practical should be made available by government and relevant education stakeholders to encourage the teachers to continue to stay in schools.

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