UNIJERPS
Unizik Journal of Educational Research and Policy Studies VOL.17 (2); ***January-June, 2024*** https://unijerps.org
2023 Impact Factor: **6.834;** 2022 ***Impact Factor***: 5.156; ***2021 Impact Factor: 5.641;***
2020 Impact Factor: 5.355. *Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363*

TEACHERS' AWARENESS AND UTILIZATION OF INNOVATIVE INSTRUCTIONAL STRATEGIES FOR IMPROVED TEACHING OF ECONOMICS IN SECONDARY SCHOOLS IN ANAMBRA STATE, NIGERIA

Dr. Okonkwo, Eucharia Chinenye
Department of Educational Management and Policy,
Faculty of Education, Nnamdi Azikiwe University, Awaka
07038299271, ec.okonkwo@unizik.edu.ng
&
Dr. Anyeji Vivian Adaora
Department of Educational Management and Policy,
Faculty of Educational, Nnamdi Azikiwe University Awka.
08035303087, av.anyaeji@unizik.edu.ng

ABSTRACT

In this study, the researchers investigated teachers' awareness and utilization of innovative instructional strategies for improved teaching of Economics in secondary schools in Anambra State, Nigeria. Two research questions and two corresponding hypotheses guided the study. The study adopted the quantitative approach involving the descriptive survey design. The population of the study was 6,566 teachers (2,975 male and 3,591 female) in all the 254 public senior secondary schools in Anambra State, Nigeria. Taro Yamane formula was used to determine a sample of 377 respondents (107 male and 270 female) using stratified sampling technique. Questionnaire was used as instrument for data collection. The instrument was tagged "Teachers' Awareness and Utilization of Innovative Instructional Strategies for Improved Teaching of Economics Questionnaire (TAUIISITEQ)". Draft copies of the instrument were given to three specialists, 1 specialist from Educational Measurement and Evaluation and two specialists from Department of Social Science Education, all in Imo State University, Owerri for Validation. Reliability coefficient of 0.85 was obtained using Cronbach Alpha statistics. The research questions were answered using mean and standard deviation statistics while t-test statistic was used to test the hypotheses. The result of the study revealed that there is a high level of teachers' awareness of innovative instructional strategies for improved teaching of Economics. It was also revealed that out of the eight studied innovative strategies only one strategy was utilized by the teachers in teaching Economics in senior secondary schools in Anambra State, Nigeria. Based on the findings, it was recommended among others that teacher training institutions in the state should include the non-utilised strategies found in this study into their curricular packages and make deliberate efforts to get the teachers acquainted with the use of each of the strategies effectively in teaching Economics in schools.

Keywords: Awareness, Economics, Innovation, Instructional strategies and Utilization.

Introduction

The knowledge of economics is central and pertinent in the day-to-day transactions and social life of people. It focuses on the actions of human beings, based on assumptions that humans act with rational behavior, seeking the most optimal level of benefit or utility. Economists recognize that developing basic economic and financial knowledge is an important goal for a democratic society that relies heavily on informed citizens and personal economic decision-making. Nelson, (2018) enlists the following as the objectives for which Economics was enshrined into the curriculum: to acquaint the students with the contemporary economic problems and enable them to appreciate the efforts being made to tackle them; to foster an urge to participate in the task of economic reconstruction; to prepare them to cope with the stress and strain involved in the process of economic development; to familiarize them with the different criteria of dividing world economy and to know why some countries are rich and some poor, to enable them to know about the nation's physical and human resources and their potentialities for economic development among others. To achieve these lofty aims and objectives of teaching Economics in senior secondary schools, one paramount and indispensable factor to be considered is the teacher.

A teacher is considered as the most crucial factor in implementing all instructional activities in the school settings. It is a fact that the academic qualifications, knowledge of the subject matter, competence and skills of teaching and the commitment of the teacher have significant impact on the teaching and learning process. Oku (2015) sees the teacher as a classroom manager who is expected to create a conducive environment for teaching/learning to be adjudged effective in the performance of his/her primary function. Teachers are managers of the classroom because they perform managerial functions as they plan teaching activities, organize students and materials, co-ordinate, direct, motivate, counsel and evaluate students in order to bring about successful teaching-learning process in the school system. A teacher can be said to be a professional if he or she can inject innovative approaches and ideas into the teaching and learning process.

Innovation can be referred to as an organized and purposeful change introduced into a school system to ensure efficiency and positive outcome. It is the introduction of new ideas, methods, strategies and techniques for bringing things into the school system for the purpose of improving both internal and external efficiency of the system. The injection of innovations into peace education management is in response to the technological development resulting in creative and innovative practices all over the globe. Uchendu (2015) describes innovation as a process in which new programmes or practices are put in place or injected into the operation of a system to replace old or ineffective ones. According to Medinat, Florence and Lasiele (2011:2) the term innovation implies that "the existing status-quo in the Nigerian education sector is unsatisfactory". Innovation therefore could be conceived as the improvement or amendment of what is wrong, undesirable or unsatisfactory in a system. In other words,

change can be defined as a paradigm shift from one way of thinking or doing to another.

The search for innovative teaching strategies is borne out of the fact that students' lack interest in studying which could be attributed to teachers' total neglect on strategies that are students-centered while laying emphasis on the traditional strategies in the teaching and learning process. According to Onyeka (2021), innovative instructional strategies incorporate technology into teaching learning methods to recreate, enrich and more realistic experience for students for a rewarding teaching experience. According to Revathi, Elavarai and Sarawanan (2019) the innovative strategies in teaching and learning are as follows: ICT Teaching, Online interaction before, during and after class, Demonstration, Videos, Self-learning, Skill Communication, Group discussion, Problem solving teaching, Use digital tools and reusable learning objects, Smart board class rooms, Core qualities, Interactive approach, Critical thinking and analysis, Activity based, Cooperative teaching, Experimental approaches to class design, Project based teaching learning, Research based teaching learning. Jayashree (2017) in the same vein, noted that innovative strategies makes students and teachers more media literate and mostly suggested one is Multimedia. Teachers can also consider Z to A approach as it explains the application part of a particular concept first, so students would get interested in what the actual concept is. This approach helps in creating long lasting memories or correlation of a concept.

Awareness of innovative teaching strategies refers to having knowledge and understanding the potential opportunities inherent in using any the new strategies as listed earlier that have the potentials of making students actively involved in the teaching and learning process. Empirically, Kayode (2020) investigated Biology teachers' awareness and utilization of innovative teaching strategies in senior secondary schools in South West, Nigeria and found that 98% of Biology teachers are highly aware of the selected innovative teaching strategies. In another related study, Samba, Achor and Ogbeba (2010) on teachers' awareness and utilization of innovative teaching strategies in secondary school science in Benue state, Nigeria found that the level of teacher awareness of innovative strategies was high. The awareness of innovative teaching strategies in Economics by the teachers is proved by their level of usage of the strategies that are students-centered.

Utilization refers to making use of something in a purposeful and effective way. Azi and Nwosu (2012) posit that utilization is the degree to which a given group uses a particular service in a specified period. Utilization of innovative instructional strategies is becoming a popular debate because it helps students to learn better. In the context of this study, utilization is the employment of new teaching strategies that will enhance practical, efficient and successful performance. Empirically, Oyelekan, Igbokwe and Olorundare (2017) examined teachers' awareness and utilization of innovative instructional strategies for improved teaching of economics in secondary schools in Anambra State and found that out of the thirty six (36) selected

innovative teaching strategies, most science teachers frequently used only two (2), while the rest were rarely used. Similarly, Aja, Eze, Igba and Elom (2017) investigated teachers' views on utilization of innovative techniques and media for effective teaching and learning in secondary schools and found among others that the individualized instruction, simulation/game, team teaching techniques, PowerPoint presentation and language laboratory instructional media enhance teaching and learning in post primary schools. The low utilization of innovative instructional strategies as revealed by scholarly literatures could hamper teachers' effectiveness and to a greater extent students' poor performance in Economics.

The persistent poor performance in Economics at School Certificate level gave rise to an assumption that most teachers in secondary schools in Anambra State probably do not make use of innovative teaching strategies in order to cope with some specific difficulties associated with the teaching and learning process. In other words, this could imply that teachers are knowledgeable in the Economics contents but are not in the pedagogical aspects. For instance, some studies (Onuoha, 2018 and Ohia, 2018) have shown that most teachers do not possess the prerequisite knowledge needed for activity based learning and as a result, the most prevalent method of teaching had been the 'talk and chalk', lecture, traditional or Glaser method. Buttressing this, Adu, Galloway and Olabisi (2014) point out that most of the time, Economics is taught to the learners using the descriptive or lecture method instead of hands-on approach. A possible reason for the difficulty teachers experience in putting their lessons across to .learners is probably because they are not abreast of some innovative teaching strategies. Another possibility could be that they probably do not know how to apply the ones they know. It is therefore premise on this background that the study examined teachers' awareness and utilization of innovative instructional strategies for improved teaching of Economics in secondary schools in Anambra State, Nigeria.

Research Questions

The following research questions were asked to guide the study:

1. What is the level of teachers' awareness of innovative instructional strategies for improved teaching of Economics?
2. What is the level of teachers' utilization of innovative instructional strategies for improved teaching of Economics?

Hypotheses

The following null hypotheses were formulated and tested at a 0.05 level of significance:

Ho_1: There is no significant difference between the mean scores of male and female teachers on the level of teachers' awareness of innovative instructional strategies for improved teaching of Economics.

Ho_2: The mean scores of male and female teachers on the level of teachers' utilization of innovative instructional strategies for improved teaching of Economics do not differ significantly.

Research Method

The study adopted the quantitative approach involving the descriptive survey design. Quantitative approach as used here implies the gathering and collection of numerical data through primary sources. The population of the study was 6,566 teachers (2,975 male and 3,591 female) in all the 254 public senior secondary schools in Anambra State, Nigeria. Taro Yamane formula was used to determine a sample of 377 respondents (107 male and 270 female) using stratified sampling technique. The rationale behind the choice of stratified sampling technique was to select the teachers by dividing each of them into small groups or strata to complete the sampling process of the respondents. Questionnaire was used as instrument for data collection. The instrument was tagged "Teachers' Awareness and Utilization of Innovative Instructional Strategies for Improved Teaching of Economics Questionnaire (TAUIISITEQ)". Draft copies of the instrument were given to three specialists, 1 specialist from Educational Measurement and Evaluation and two specialists from Department of Social Science Education, all in Imo State University, Owerri for Validation. Thirty (30) copies of the instrument were distributed to thirty (30) teachers in two secondary schools in Imo State, Nigeria in other to remove bias. Reliability coefficient of 0.85 was obtained using Cronbach Alpha statistics. Three hundred and seventy-seventy (377) copies of the instrument were personally administered by the researcher to the selected schools. The respondents completed the instrument on the spot and this ensured a 100% return rate. In analyzing the data for the study, mean and standard deviation statistics were used to answer the research questions while t-test statistic was used to test the hypotheses at a significant level of (0.05).

Presentation of Result

Research Question One: What is the level of teachers' awareness of innovative instructional strategies for improved teaching of Economics?

Table 1: Mean ratings of male and female teachers on the level of teachers' awareness of innovative instructional strategies for improved teaching of Economics

S/N	Items	Male Teachers n = 107			Female Teachers n = 270		
		X	SD	Remark	X	SD	Decision
1	Teachers are aware of individualized teaching approach	2.82	0.30	High Level	2.88	0.28	High Level
2	Through attendance to seminars, teachers get to know about blended teaching strategy.	2.91	0.27	High Level	3.09	0.31	High Level
3	Teachers have come across the team teaching strategy in delivering Economic instructions.	2.88	0.23	High Level	2.89	0.27	High Level
4	Teachers are aware of simulation / game teaching approaches in delivering Economics instructions.	2.95	0.20	High Level	3.03	0.22	High Level
5	Teachers' attendance to conferences helps create awareness about Computer Assisted Instruction in teaching Economics.	2.88	0.26	High Level	2.92	0.21	High Level
6	Teachers have come across cooperative strategy in teaching Economics.	2.72	0.25	High Level	2.78	0.29	High Level
7	Teachers are aware of demonstration teaching approach in delivering Economics instructions.	2.63	0.31	High Level	2.72	0.29	High Level
8	Teachers are aware of problem solving strategy.	3.01	0.28	High Level	3.03	0.30	High Level
	Grand Mean	**2.85**	**0.26**	**High Level**	**2.92**	**0.27**	**High Level**

Where n = Sample size, X = Mean score, and SD = Standard Deviation.

Table 1 shows the mean ratings of male and female teachers on the level of teachers' awareness of innovative instructional strategies for improved teaching of Economics. The results indicated that items 1, 2, 3, 4, 5, 6, 7, and 8 recorded mean scores above the criterion mean score of 2.50. The analysis was buttressed with the grand mean scores of 2.85 and 2.92 respectively which showed that there is a high level of teachers' awareness of innovative instructional strategies for improved teaching of Economics in secondary schools in Anambra State, Nigeria.

Hypothesis One: There is no significant difference between the mean scores of male and female teachers on the level of teachers' awareness of innovative instructional strategies for improved teaching of Economics.

Table 2: t-test of significant difference between the mean scores of male and female teachers on the level of teachers' awareness of innovative instructional strategies for improved teaching of Economics

Respondents	n	X	SD	df	t_{cal}	t_{tab}	Decision
Male Teachers	107	2.85	0.26	375	8.50	1.96	Accept Ho_1
Female Teachers	270	2.92	0.27				

Where n = Sample size, X = Mean score, SD = Standard Deviation, df = Degree of Freedom, t-cal = t-test calculated, and t-tab = t-test tabulated.

Table 2 gave the grand mean score and standard deviations of 107 male teachers as 2.85 and 0.26 respectively, while that of the mean scores and standard deviations of 270 female teachers stood at 2.92 and 0.27 respectively. At 375 degree of freedom, with application of the t-test calculated, its result of 8.50 is greater than the t-tabulated at 5% level of significance, the decision is to accept the null hypothesis and conclude that there is no significant difference between the mean scores of male and female teachers on the level of teachers' awareness of innovative instructional strategies for improved teaching of Economics in secondary schools in Anambra State, Nigeria.

Research Question Two: What is the level of teachers' utilization of innovative instructional strategies for improved teaching of Economics?

Table 3: Mean rating scores of male and female teachers on principals' effectiveness in managing teachers' examination misconduct in secondary schools.

S/N	Items	Male Teachers n = 107			Female Teachers n = 270		
		X	SD	Remark	X	SD	Remark
9	Teachers utilize individualized teaching approach	2.10	0.28	Low Level	2.09	0.21	Low Level
10	Through attendance to seminars, teachers can use the blended teaching strategy.	2.02	0.22	Low Level	2.04	0.29	Low Level
11	Teachers utilize the team teaching strategy in delivering Economic instructions.	1.89	0.30	Low Level	1.96	0.31	Low Level
12	Teachers utilize simulation / game teaching approaches in delivering Economics instructions.	1.92	0.31	Low Level	1.98	0.42	Low Level
13	Teachers utilize Computer Assisted Instruction in teaching Economics.	1.88	0.31	Low Level	1.96	0.26	Low Level
14	Teachers use the cooperative strategy in teaching Economics.	1.92	0.25	Low Level	1.98	0.23	Low Level
15	Teachers use demonstration and Glaser teaching approach in delivering Economics instructions.	2.86	0.28	High Level	2.86	0.30	High Level
	Grand Mean	**2.08**	**0.28**	**Low Level**	**2.12**	**0.29**	**Low Level**

Where n = Sample size, X = Mean score, and SD = Standard Deviation.

Analysis in Table 3 shows the mean rating scores of male and female teachers on principals' effectiveness in managing teachers' examination misconduct in secondary schools. The results indicated that items 9, 10, 11, 12, 13 and 14 recorded mean scores below the criterion mean of 2.50, while only item 15 had mean scores above the criterion mean of 2.50. The analysis was buttressed with the grand mean of 2.08 and 2.12 respectively which showed that there is a low level of teachers' utilization of innovative instructional strategies for improved teaching of Economics in secondary schools in Anambra State, Nigeria.

Hypothesis Two: The mean scores of male and female teachers on the level of teachers' utilization of innovative instructional strategies for improved teaching of Economics do not differ significantly.

Table 4: t-test of significant difference between the mean scores of male and female teachers on the level of teachers' utilization of innovative instructional strategies for improved teaching of Economics

Respondents	N	X	SD	df	t_{cal}	t_{tab}	Decision
Male Teachers	107	2.08	0.28				
Female Teachers	270	2.12	0.29	375	8.83	1.96	Accept Ho_1

Where n = Sample size, X = Mean score, SD = Standard Deviation, df = Degree of Freedom, t-cal = t-test calculated, and t-tab = t-test tabulated.

Analysis in Table 4 gave the grand mean score and standard deviations of 107 male teachers as 2.08 and 0.28 respectively, while that of the mean scores and standard deviations of 270 female teachers stood at 2.12 and 0.29 respectively. At 375 degree of freedom, with application of the t-test calculated, its result of 8.83 is greater than the t-tabulated at 5% level of significance, the decision is to accept the null hypothesis and conclude that there is no significant difference between the mean scores of male and female teachers on the level of teachers' utilization of innovative instructional strategies for improved teaching of Economics in secondary schools in Anambra State, Nigeria.

Discussion of Findings

The result of the study revealed that there is a high level of teachers' awareness of individualized, blended, team teaching, simulation/game, Computer Assisted Instruction, cooperative and demonstration strategies for improved teaching of Economics in secondary schools in Anambra State, Nigeria. The high level of awareness is a proof that innovative strategies in teaching Economics are well known to the teachers through attendance to conferences, workshops and cluster training. The result further buttressed that there is no significant difference between the mean scores of male and female teachers on the level of teachers' awareness of innovative instructional strategies for improved teaching of Economics. In corroborating the results, Kayode (2020) found that 98% of Biology teachers are highly aware of the selected innovative teaching strategies. Also Samba, Achor and Ogbeba (2010) revealed that the level of teacher awareness of innovative strategies was high. The similarities present in both the previous and present studies could be as a result of the same research design adopted.

The findings of the study revealed that there is a low level of teachers' utilization of individualized, blended, team teaching, simulation/game, Computer Assisted Instruction and cooperative strategies for teaching of Economics in secondary schools in Anambra State, Nigeria. The low level of utilization is a proof that the teachers are lazy about injecting innovation approaches in delivering Economics instructions because some of these approaches are time

consuming and these teachers are already used to the one-way traffic in teaching the subject. It was further established that there is no significant difference between the mean scores of male and female teachers on the level of teachers' utilization of innovative instructional strategies for improved teaching of Economics in secondary schools. Supporting the findings, Oyelekan, Igbokwe and Olorundare (2017) found that out of the thirty six (36) selected innovative teaching strategies, most science teachers frequently used only two (2), while the rest were rarely used. Similarly, Aja, Eze, Igba and Elom (2017) found among others that the individualized instruction, simulation/game, team teaching techniques, PowerPoint presentation and language laboratory instructional media enhance teaching and learning in post primary schools. The similarities found between the present and previous study were attributed to the similar variables studied by the researchers.

Conclusion

The result of the study has shown teachers are highly aware of the eight innovative strategies in teaching Economics but out of these eight studied strategies only one strategy was utilized by the teachers. This has therefore proven that the use of innovative instructional strategies by teachers is low. Based on the findings, the study concluded that innovative strategies for teaching and learning leads to more efficiency and improved outcomes in learning opportunities. Therefore, innovative strategies such as computer assisted instruction teaching strategy individualized, blended, team teaching, simulation/game, Computer Assisted Instruction, cooperative and demonstration strategies enhances the teaching and learning of Economics in secondary schools in Anambra State, Nigeria.

Recommendations

Based on the results of the study, the researcher made the following recommendations:

1. Since the Economics teachers are already familiar with the innovative teaching strategies, workshops, seminars and symposia should be organised for in-service teachers on regular basis. This will help them learn how to effectively utilize the strategies.
2. Authors of Economics methodologies books should illustrate carefully in their books how to make use of all the strategies effectively. To encourage this approach, it may be necessary for the State and Federal governments of Nigeria to go into commissioned writing. This has a dual purpose of making the materials available and also for them to be prepared to meet set specifications in utilizing these strategies.
3. Professional and experienced teachers should be recruited and posted to schools to give room for effective utilization of the innovative strategies in teaching Economics in schools.
4. Teacher training institutions in the state should include the non-utilised strategies found in this study into their curricular packages and make deliberate efforts to get the teachers acquainted with the use of each of the strategies effectively in teaching Economics in schools.

REFERENCES

Adu, E.O., Galloway, G. & Olabisi, O. (2014). Teachers' characteristics and students' attitude towards economics in secondary schools: students perspectives. Mediterranean *Journal of Social Sciences. MCSER Publishing Rome-Italy. 5(1), 55-77.*

Aja, S.N., Eze, P.I., Igba, D.I. & Elom, C. (2017). Teachers' Views on the use of Innovative Techniques and Media for Effective Teaching and Learning in Secondary Schools. *International Journal of Applied Engineering Research*. 12(22). 12608-12615

Azi, N. & Nwosu, B. O. [2012]. Availability and utilization of e-learning facilities in tertiary institutions in Ebonyi state. *Business Education Journal*. 3(2), 72-82.

Jayashree, R. (2017). A Study on Innovative Teaching Learning Methods for Undergraduate Students. *International Journal of Humanities and Social Science Invention*, 6 (11) 32-34

Kayode, O.O. (2020). *Biology teachers' awareness and utilization of innovative teaching strategies in senior secondary schools in South West, Nigeria*. A thesis submitted to the Department of Science Education, Faculty of Education, University of Ilorin, Ilorin, Nigeria.

Medinat, A., Florence, E. and Lasiele O. (2011). Enhancing quality education in Nigerian unity schools through effective supervision in A Changing Environment. *European Scientific Journal*, 7 (31): 70.

Nelson, A. (2018). Feminism and Economics. *Journal of Economic Perspectives, 9(2), 131-148.*

Ohia, M. (2018). *Challenges in the processes of the blended teaching approach of Economics in Lagos State*. Thesis presented to Lagos State University.

Oku, O.O. (2015) (2nd Ed.). *Classroom organization and management: practical strategies that work.* Owerri, Felly Mark Global Prints.

Onuoha, P. (2018). *Designing effective assessment and instruction*. New York: merril.

Onyeka, O.B. (2021). Innovative strategies for enhancing the teaching and learning of Business Education in Colleges of Education in Anambra State. *Global Journal of Education, Humanities and Management Sciences (GOJEHMS).* 3(1), 60 – 71

Oyelekan, O.S., Igbokwe, E.F. & Olorundare, A.S. (2017). Science Teachers' Utilisation of Innovative Strategies for Teaching Senior School Science in Ilorin, Nigeria. *Malaysian Online Journal of Educational Sciences*. 5(2), 49-65

Revathi, G., Elavarasi, S. & Sarawanan, K. (2019). *Innovative methods of teaching and learning in education*. Retrieved from www.jetri.org on 15/3/2023.

Samba, R.M.O., Achor, E.E. & Ogbeba, J.A. (2010). Teachers' awareness and utilization of innovative teaching strategies in secondary school science in Benue state, Nigeria. *Educational Research*. 1(2), 032-038

Uchendu, C.C. (2015). Change Management in Education. In C.P. Akpan, J.E. Okon and V.O. Ebuara (eds.*) Fundamentals of Educational Management* (pp20-48). Calabar: University of Calabar Press.