

## Economics Students' Perception of Economic Teachers' Effective Instructional Practices in the Senior High Schools in the Cape Coast Metropolis

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### Abstract

*The purpose of the study was to explore Economics students' perception of economic teachers' effective instructional practices in the Senior High Schools in the Cape Coast Metropolis. The researchers used the descriptive cross-sectional survey as the research design. Questionnaire was the main instrument to collect quantitative data from respondents. The researcher employed the multi-staged sampling technique to select students for the study. It was discovered that there was no statistically significant difference between the perception of male and female students Economics students with respect economics teachers planning and preparation, classroom environment management and instructional delivery methods in regards to effectiveness of Economics teachers in instructional practices. The study recommended that to maintain and improve upon Economics teachers' instructional delivery methods, teachers should pay attention to group dynamics so to help them adopt the best pedagogy that meet the learning needs of almost all the student when dealing with any Economics topic. Also, Economics teachers in their capacity should encourage the culture of enquiry into the background information of his or her students (male and female) during pre and post interactive face of instruction and incorporate their feedback into subsequent planning and preparation.*

### Introduction

Instructional practices are closely linked to teachers' strategies for coping with challenges in their daily professional life and to their general well-being, and they shape students' learning environment and influence student motivation and achievement. Furthermore, instructional practices can be expected to mediate the effects of job-related policies such as changes in curricula for teachers' initial education or professional development – on student learning [1]. Additionally, effective instructional practices promote long-life learning among both teachers and their students [2,3].

Teaching and Learning International Survey [TALIS] also suggested that good instruction is not determined just by teachers' background, belief and attitude; but rather instructional delivery methods which should be responsive to students' needs, classroom and the school background factors [4]. The implication of these assertions and findings is that by employing and varying contemporary instructional delivery methods, the teacher is able to meet individual differences of learners, capture and sustain their interest which might lead to effective teaching and learning outcomes. Jones, summarizes it all as he states: recognizing individual differences of the learners is a basic concept when teachers prepare to teach [5]. It is a fundamental assumption of strategic teaching and learning that what we choose to teach in the classroom should be an interaction of what we know about the variables of instruction, learning, achievement, and contextual factors. This assumption has driven our quest as

individuals and groups to develop an instructional framework effective enough to achieve the desire outcomes in students.

Finally, the role of students' perception about teachers' instructional practices appears to have penetrated the class of measures for evaluating teachers' instructional effectiveness [6,7]. What make this aspect important is the fact that, teachers are exposed and are tasked to develop the unique abilities of both male and female students in their daily instructional practices. Of great concern is that there is a gender gap not only in Economics achievements among students but also Economics teachers and as such their perceptions regarding instructional practices. A multitude of factors affect a student's decision to study economics (or not) including gender, aptitude, relative performance in courses, career aspirations, interests, the presence (or absence) of same-sex peers and role models, pedagogical choices and techniques of the teacher, class size, and methodological approaches of such teachers.

Of all the possible explanatory factors regarding students' decisions to study economics, instructor gender, gender balance in classes, as well as institutional practices are the most consistent, significant predictors [8-11]. Also, students as main consumers of the developmental activities which are introduced to them by the teachers hold diverse perceptions deeply rooted along these gender lines and it has significant implications on how they respond to class attention, participations and their aspirations in the subjects [12,13].

Therefore, it imperative to consider the views of both gender as a contributor to the stream of knowledge required to judge Economics teachers' instructional practices effectiveness [12,14].

### Statement of the Problem

Economics teachers of senior high school level have to act as the major source of knowledge of the subject matter as a role model to the students and facilitator to solve various other raised by the students. For the teaching of economics, it is necessary to have direct observation of the environment and physical conditions. Students have to be encouraged to observe economic situations and to have a proper assessment and knowledge of the subject matter. An economics teacher can accomplish this task successfully if s/ he guides the student in the learning process. Gauging from the above paragraph, it has become very important for teachers to adapt classroom instructional practices to the uniqueness of students. However, it is globally noted that most teachers especially Economics teachers do not faithfully adhere to good instructional practices [15-18]. Such ineffective instructional practices are seen in the area of planning and preparation of lesson, classroom environment management and instructional delivery methods before, during and after instructions. Consequently, leading to falling academic standards. Studies have therefore been conducted by researchers to examine the instructional effectiveness of teachers [19-26]. These studies focused on few of the dimensions of instructional practices which limit the comprehensive description of teachers' instructional effectiveness. As a result, this current study focusses on examining Economic students' perception of Economic teachers' effective instructional practices in the Senior High Schools in the Cape Coast Metropolis.

### Purpose of the Study

The main purpose of the study was to examining Economic students' perception of Economic teachers' effective instructional practices in the Senior High Schools in the Cape Coast Metropolis.

### Research Hypotheses

1.  $H_0$ : There is no significant difference in the perceptions of male and female Economics students with respect to effectiveness of Economics teachers' in planning and preparation.  
 $H_1$ : There is a significant difference in the perceptions of male and female Economics students with respect to effectiveness of Economics teachers' in planning and preparation
2.  $H_0$ : There is no significant difference in the perceptions of male and female Economics students with respect to effectiveness of Economics teachers' in instructional delivery  
 $H_1$ : There is a significant difference in the perceptions of male and female Economics students with respect to effectiveness of Economics teachers' in instructional delivery.
3.  $H_0$ : There is no significant difference in the perceptions of male and female Economics students with respect to effectiveness of Economics teachers' in classroom environment management.  
 $H_1$ : There is a significant difference in the perceptions of male and female Economics students with respect to effectiveness of Economics teachers' in classroom environment management.

### Significance of the Study

The result of the study would contribute to knowledge by showing comprehensive description of Economics teachers' instructional effectiveness. The findings of the study would help stakeholders (GES, Headmasters, Teachers and Communities) to realize pertinent

instructional challenges associated with classroom instructional practices for necessary remedies to be adopted. This could enable instructors to select the appropriate instructional medium that best carry education to the students.

### Delimitation and Limitations of the Study

The study was delimited to the scope of the study that is examining Economic students' perception of Economic teachers' effective instructional practices in the Senior High Schools in the Cape Coast Metropolis. The study focused on the Form Two Economics students of the 2017/18 Academic Year of the selected Senior High Schools. The form three and form one Economics students were excluded because the form threes were preparing for their final examinations whilst the form ones were considered not to have covered enough Economics content to assess their teachers.

### Review of Related Literature

#### Concept of Instructional Practices

One of the main aims of teaching is to ensure that all students develop core competences or key basic skills. The traditional role of the teacher is to engage students in learning with a variety of instructional practices. There is no single best way of teaching and teachers continually must adapt their practices to serve the needs of the specific context, class and students. Classroom instructional or teaching practices are at the core of teachers' work, and instructors spend a large proportion of their time teaching students in classrooms and preparing lessons [27]. Instructional practices refer to the activity's teachers carry out in the classroom. Teacher instructional practices refer to several instructional strategies that teachers may use frequently in the classroom. According to Creemers, Kyriakides and Antoniou, instructional practices refer to instructional methods or techniques that teachers use to accomplish their classroom learning objectives [28]. Instructional practices are techniques teachers use to help students become independent, strategic learners. It can motivate students and help them focus attention, organize information for understanding and remembering and monitor and assess learning. It specifies ways of presenting instructional materials or conducting instructional activities. Teachers' instructional practices shape the classroom learning environment. With respect to instructional practices, teachers' use of varied teaching strategies, their involvement in school management and collaboration have been shown to affect learning [29].

Instructional practices are often classified into two types - teacher-directed or constructivist - depending on whether it is the teacher (direct instructional practices) or the student (constructivist teaching practices) that plays a pivotal role in the learning process. With respect to constructivist versus direct instructional practices, it has been suggested that a variety of teaching practices that combine self-regulated child-initiated activities (such as spontaneous and unstructured play) with teacher-directed adult-led activities (such as delivering content) seem to be the most effective and adequate approach for effective classroom learning, particularly for students with learning difficulties during the primary school years [30].

*Kyriakides* and *Creemers*, identified several generic 15 factors that best describe teachers' practices in the classroom: a) orientation (e.g. clarifying the objectives of different learning tasks), b) structuring (e.g. outlining the content, reviewing), c) questioning (e.g. involving students in classroom discussion), d) teaching-modelling (e.g. helping students to self-regulate their learning), e) applications (e.g. using seatwork or small group tasks to provide practice), f)

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promoting a positive classroom learning environment (e.g. fostering positive interactions with and between students), g) management of time (e.g. maximizing learning time) and h) classroom assessment (e.g. diversified, formative feedback). Instructional practices such as questioning, structuring (summarizing the main points of the lesson), orientation (relating the lesson to students' daily lives) and, engaging feedback (praising them for good effort, encouraging them to improve their performance) are fundamental for basic skills instruction [27].

### Components of Instructional Practices

The Economics teachers' instructional practices are important for understanding and improving educational processes. They are closely linked to teachers' strategies for coping with challenges in their daily professional life and to their general well-being, and they shape students' learning environment and influence student motivation and achievement. Effective instructional practices are the key to achieving desired student outcomes. Thus, instructional practices are fundamental to student learning [31]. They are associated with increased task-appropriate behaviour and they have the strongest association with student achievement above other personal teacher characteristics such as background qualifications [27,32,33].

Hence, Economics teachers are more inclined to regard students as active participants in the process of acquiring knowledge than to see the teacher's main role as the transmission of information and demonstration of correct solutions. In the classroom, Economics teachers should put greater emphasis on ensuring that learning is well structured than on student-oriented activities which give them more autonomy. Economics teachers' instructional practices depend on what he/she brings to the classroom. The elements of Economics teachers' instructional practices considered in this current study are planning and preparation, classroom control and management, instructional delivery and professional responsibilities. These components are explained below.

### Planning and Preparation

Instructional planning, according to Sardo-Brown, refers to the instructional decisions made prior to the execution of plans during teaching [34]. Teachers' planning and preparation towards any lesson communicates their instructional activities regarding specific subject-matter. Almost all lesson plans developed by teachers contain student learning objectives, instructional procedures, the required materials, and some written description of how the students will be evaluated. Teaching is an intentional and reasoned act. This is so because teachers teach for a purpose which, more often than not, is to facilitate students' learning. Good teaching does not just happen; it is well planned and is aligned in several ways. First, the written curriculum, the teaching strategies, and the methods of evaluation are all aligned to each other; that is, the teacher aligns what he/she says he/she is going to teach (i.e., state standards, local standards, curriculum, and classroom objectives) with what he/she actually teaches the students and what he/she assesses the students on.

The first logical step in the instructional planning and preparation process of any subject is an assessment of the learning needs of the students. Professional teachers are supposed to possess and practice the skills of assessing the needs of their students. Needs assessment is the process of identifying deficiencies or gaps in the knowledge and competencies of students. This practice facilitates the formulation

of realistic instructional objectives [35]. Classroom assessments and student evaluations are integral parts of the teaching and learning process [36]. Classroom assessments procedures should be aligned and in accordance with the instructional goals. It should guide the learning process and stimulate further learning [37,38]. Assessment can be used to effectively promote learning by providing feedback to students on their performance and outcomes, and to staff on the effectiveness of their teaching and learning approach [39].

### Instructional Delivery

Effective teaching requires two basic grouping of skills and competencies. The first is the process of teaching which consists of a group of skills for organizing the content of a lesson and attaining instructional objectives. Skills for organizing the content of a lesson are a prerequisite for the professional practice of teaching [40]. The syllabus gives a description of what content is to be taught. The sequence of topics and teaching strategy would have to be decided by the teacher. Nacino-Brown, Oke and Brown suggest that the sequence should be orderly, systematic, and logical. Active learning should be a particularly important aspect of Economics education where the overarching goal is to help students "think like the Economist" [41]. To ensure active student participation, teachers must become highly skilled questioners [42]. Such skills of questioning could stimulate students' active involvement and participation throughout the entire instructional session. The art of asking questions is one of the basic skills of good teaching,

During instructional delivery and lesson implementation, Economics teachers are expected to exhibit generic instructional skills like questioning and communications skills. Questions are posed by teachers at the introductory, delivery and evaluation stages of their lessons. Questioning is at the heart of the teaching and learning processes. Skills of questioning are, therefore, not phase-specific, and for which reason are worthy of possession by all professional teachers. Lower-order and higher-order questions have their respective roles to play. As a result, a competent professional teacher is supposed to alternate them during the teaching and learning discourse. For example, one of the main reasons for teaching Economics is to foster and promote critical thinking in students. Skills of periodically posing higher-order questions are therefore implied by this objective when teaching Economics. Afangideh reported that the purpose of communication in the teaching-learning process is to effect change, to produce a desired response; or to influence action contributing to the welfare of the school system [43].

A gesture is a body movement fulfilling a communication function [44]. Gestures may be particularly important in classroom settings because students' comprehension is often challenged by instructional discourse that presents new concepts and uses unfamiliar terms. Under such circumstances, gestures play a particularly important role in comprehension [45]. Moderate pacing of verbal interaction with students during instructional sessions is an important skill worth practicing by all professional teachers. Gifted students acquire information at faster rates, and acceleration is linked to greater achievement, while average students internalize information at a relatively lower rate. Goldsmith posits that less experienced teachers do not pay any attention to the pacing of their instructional delivery. He claims that in their attempt to showcase mastery of the subject matter, they unnecessarily rush in their delivery. Such practices do not favor slow learners in the class. Teachers are, therefore, expected



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to moderate the pacing of instructional delivery so as to cater for variations in students' rate of learning. Generally, students perceive Economics as a difficult subject [46].

### **Classroom Environment Control and Management**

Classroom management is a cardinal feature of the total education process. It contains all the steps through which interaction between the educator and the learners take place. Classroom management is the process of ensuring that classroom lessons run smoothly despite of disruptive behavior by students [47]. The term also refers to the prevention of disruptive behavior of students [48]. According to Creemers and Rezigt, the classroom environment is the setting in which students' learning takes place. It concerns the classroom's physical environment, the social system, the atmosphere, and norms and values. It includes planning and preparation of teaching and learning materials, organization of the materials, decoration of the classroom, creation of expectation and establishment and enforcement of rules and routines in the classroom.

Economics teachers are the ultimate decider of the classroom atmosphere. Their role is crucial in influencing the behaviors of students. Economics teachers who plan practically are able to overcome many classroom problems such as disruptions, deviant behavior or misbehaviors of students. The way an Economic teacher manages the classroom will change the thinking of the students towards learning [49]. It also defines the role of the students, their behaviors, choices, and the overall targets and tone of the school. Strong and consistent management and organizational skills have been identified as leading to fewer classroom discipline problems.

Effective teachers have also learned that they need to know their students background to be able to understand non-academic factors that may impact their behavior, participation and learning. Effective teachers and classroom managers address the needs of children both in terms of what they teach and how they teach. Though teaching is generally a group activity, learning is very individual. Effective teachers are sensitive to these differences and take actions to accommodate these so that, ideally, each child is provided with an optimal learning experience. It has been demonstrated that quality of instruction is fundamental to students' learning.

According to Martin, Yin, & Baldwin, instructional management dimensions include monitoring seatwork, structuring daily routines, monitoring students' independent work, and allocating materials. According to the researchers, the methods used to manage these tasks could contribute to classroom climate and teacher management styles [50]. They are of the view that well-planned lessons that provide for a smooth flow of instruction delivered at a sustained pace help to prevent off-task behaviors. The manner in which tasks are managed contributes to the general classroom atmosphere and classroom management style. In the second dimension, that is, people or person's management, it is related to teachers' perceptions of students as people and what teachers do to develop the student-teacher relationship. Academic achievement and productive classroom behavior have been influenced by the quality of the teacher-student relationship [50].

### **Empirical Review**

#### **Students Perception on Teachers Planning and Preparation**

Metcalfe and Matharu examined Students' perception of good and bad teaching. The study employed descriptive method of inquiry

with a sample size of about 20% of students who have over five years' experience in course work [51]. In the study, students were asked to describe one piece of good teaching and one piece of bad teaching, and say why they were good or bad. There was a 65% response rate, and replies were independently categorized by three people. The factors identified fell into three 'domains': interpersonal behavior of teachers; planning and preparation; and the ability to run the session well. There was no evidence that teaching that was examination-oriented would earn high ratings from students. This was supported by a study conducted by Jones, Jones and Vermette as they compared students' perceptions of effective lesson planning [24]. The results of the study showed patterns of pitfalls that teachers' exhibit. The study's discussion offered suggestions to Economics teachers on how to avoid these lesson planning blunders. The study also offered a lesson planning form that precisely addresses and transforms those common mistakes identified in the study into the essential elements of well-crafted lessons in every lesson planning. In the study, Jones et al. found out that many teachers may have unclear lesson objectives and hence, this affects their lesson planning [52].

#### **Students Perception on Teachers Classroom Management**

Ibrahim conducted a study on students' perception of teachers' classroom effectiveness on their self-concepts in Lagos metropolis. The study adopted a descriptive survey design. The population of the study consisted of all adolescent boys and girls in senior secondary classes in all public/government secondary schools in Lagos Metropolis. The sample consisted of 240 male and female senior secondary school adolescent students who were randomly drawn and categorized into the three levels of perception of teachers' classroom effectiveness based on their responses on highly structured "Students Perception of the Teachers' Behavior (SPTB)". The findings revealed that a significant difference existed between students' perception of teachers' classroom effectiveness and their self-concept. Further, there is significant gender difference in the students' perceptions of their teachers' behavior. Also, there was a significant difference between students' perception of their academic performance and their self-concept. It was concluded that the kinds of roles the teachers assume have profound effects on the perceptions of students toward them and their self-concepts.

#### **Students Perception on Teachers Instructional Delivery**

Ahmad, Azizan, Rahim, Jaya, Shaipullah and Siaw examined the relationship between students' perception toward the teaching and learning methods of mathematics' lecturer and their achievement in pre-university studies [53]. The descriptive survey research design was adopted with a total of 841 students participating in the study. The data were collected through student's questionnaire. The findings revealed that there is no significant difference between the average scores of male and female students' perceptions of the effectiveness of teaching and learning of the Mathematics lecturer. Also, Chang assessed Students' Perceptions of Teaching Styles and Use of Learning Strategies in china. The data for this study were gathered from a sample of 95 junior high school students enrolled in four Chinese language classes at Yuanlin Junior high school. It was among the findings that gender differences in learning strategy use were not significant. In spite of the findings, the sample size used for the study was pretty small, thus, the reliability of the findings could be affected [54].

A study on reinforcement, reward, and intrinsic motivation: A meta-analysis conducted by Cameron and Pierce indicated that verbal reinforcement is possibly the most fundamental tool available

to teachers and arguably the most powerful and meaningful for pupils and students. The findings of the study indicated that verbal praise has a greater impact in terms of effect size for it increases in motivation than either tangible rewards or no reward. To them, the amount of positive verbal remarks is very important to the student in the classroom. This assertion is also supported by other researchers as possibly being the key to the effectiveness of behavioral interventions in the classroom [55-57]. Hassan, Alias, Saleh and Awang assessed teachers' performance in teaching engineering drawing using students' perception as indicator of teachers' performance. The study utilized a cross-sectional research design method with the target population of technical education students drawn from four Federal Colleges of education (Technical) in Northern Nigeria. Stratified proportionate sampling technique was used to arrive at the study sample of 253 technical education students. The results of the analysis using estimation method indicated that students perceive their teachers' performance to be at a slightly above average level. Even though the results sound positive, there were aspects of teachers' performance in teaching such as adaptability in engineering drawing that was less than excellent and in need of further enhancements.

### Research Design

The descriptive cross-sectional survey research design was employed as the design for the study. The core assumption of this form of scientific inquiry is that the descriptive study cut across various fields (Business, Psychology, Social Science, Education, Governance... etc.) and provide a more important data that informs all kinds of research. It should be noted that descriptive cross-sectional design falls under the research philosophy of positivism which argues that knowledge is based on neutral phenomena and their properties and relationships. Therefore, information retrieved from sensory experience, interpreted through reason and logic, forms the exclusive source all certain information. According to Grey, descriptive-cross sectional survey is a valid method for researching specific subjects and as a precursor to more quantitative studies. It must be stated that descriptive cross-sectional survey methodology is appropriate for the present study on assessing the effectiveness of instructional practices of Economics teachers, which affect academics of senior high school students and teachers' professional integrity in Ghana.

### Population

The population of the study comprised both Form Two Senior High School Economics students. in the Cape Coast Metropolis. There are ten public Senior High Schools in the Cape Coast Metropolis offering Economics. It was estimated that there were 11,712 Form Two students in the ten senior high schools studying Economics (GES. Cape Coast, 2017). Again, the population of the Form Two students in the six Senior High Schools who were studying Economics was estimated to be 4,911 (Schools Records, 2017).

### Sample and Sampling Procedure

The researcher employed the multistage sampling technique. In the first stage, the schools were put into two strata (Cape Coast North constituency and Cape Coast South constituency). In the second stage, the researcher put the schools into single sex and mixed schools. The researcher used a proportionate sampling to select 3 single sex schools and 3 mixed schools (i.e., 50 percent each). To ensure equal representation, the researcher now picked the only mixed school and randomly selected 2 single sex schools summing

up to 3 schools from the South too. This was because all the schools were in the category of schools offering Economics and therefore was homogenous at that level. In the third stage the simple random technique was used select sixty form two Economics' students from each selected school. The six selected schools were Academy Christ the King, Ghana National College, Wesley Girls High school, St. Augustine College, Oguaa Senior High School and Mfanstipim School. Again, the population of the Form Two students in the six Senior High Schools who were studying Economics was estimated to be 4,911. (Schools Records, 2017). According to Krejcie and Morgan, a population of 4911 should use a minimum corresponding sample of 357; to ensure maximum representation, the researcher used 360 Economics students.

### Research Instrument

The researcher used questionnaire as the main data collection instruments for the study. Although a number of instruments could have been used for data collection, according to Cohen, Manion & Morrison, questionnaire is widely used and is a useful instrument for collecting survey information, providing structured, numerical data and can be administered without the presence of the researcher [58]. All the items under each section were made up of closed ended statements using the Likert Scale: strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD) format to ensure easy and quick response to the items.

### Validity and Reliability of the Instrument

The validity of the questionnaire instrument, particularly the face and content validity, was ascertained by the researcher supervisor and peers pursuing Master of Philosophy and PhD in Curriculum Studies and Teaching (Economics). This was done by checking the content to ensure that it measures what it is supposed to measure. The reliability of the questionnaire was ensured through the pilot testing. Senior High Schools within the KEEA District of the Central Region were used for the pilot testing. The overall validity of the instruments, the questionnaire had a Cronbach alpha co-efficient of 0.78. According to De Vellis and Fraenkel and Wallen a reliability coefficient within 0.6 to 0.9 is considered very respectful for determining the appropriateness of the instrument [58].

### Data Collection Procedures and Data Analysis

The data were obtained through self-administered questionnaire. The researcher explained the purpose of the study and procedure for responding to the questionnaire to respondents. In order to ensure clarity of how the instruments were completed, the researcher again, administered the questionnaire personally during regular school time. An Independent samples t-Test was used to analysis the three hypotheses. The justification was that for the application of independent samples T-Test, there should be one independent variable having two levels such as gender which comprise male and female as well as a dependent variable which is measured at interval or ratio level. This study satisfies these requirements and also meets the assumptions of a probability sampling technique.

### Results and Discussion

#### Background Information of the Respondents

This section of the chapter tried to expose the background information of respondents. These include age, sex, number of dependent and their schools, as presented from Table 1.

**Table 1: Background Information of the Respondents**

Variables	Scale	N	%
Gender	Male students	225	70.8
	Female students	105	29.2
Age	Below 15years	7	1.9
	16-20 years	351	97.5
	21-25 years	2	0.6
Class	General Arts	199	55.3
	Business	135	37.5
	Home Economics	26	7.2

Source: Field survey (2018)

From Table 1, it could be realized there were more male students (70.8%) than female students (29.2%) in the study sample. What this might mean is that most of the responses might turn to reflect the needs of the male student since they dominated in the study. For age groups, majority of the respondents were within 16-20 years (97.5%), followed by 15years and below (1.9%) with those between 21-25 years (1.9%) forming the minority in the study sample. Regarding numbers of classes, Table 1 indicates the percentages of students that fell under these classes. Out of the 360 students, General Arts students formed the majority (55.3%) followed by Business students (37.5%) with Home Economics forming the minority with (7.2%).

### Research Hypothesis 1

**H<sub>0</sub>:** There is no significant difference in the perception of male and female Economics students with respect to effectiveness of Economics teachers in instructional planning and preparation.

**H<sub>1</sub>:** There is a significant difference in the perception of male and female Economics students with respect to effectiveness of Economics teachers' in instructional planning and preparation.

The essence of this hypothesis was to find out the statistically significant difference in Economics students' gender and planning and preparation effectiveness of Economics teachers in the Cape Coast Metropolis. In order to identify whether differences exist in their perception, the obtained data were analysed using independent samples t-test. The independent variable was gender of Economics students and the dependent variable was Teachers Planning and Preparation Effectiveness. In order to obtain the dependent variable, items 6 to 17 on the questionnaire which sought to measure planning and preparations were transformed to obtain the mean value. The independent sample t-test was used to identify the difference between the dependent variable and independent variable at a significance level of 0.05. Table 2 presents the obtained results of the differences.

**Table 2: T-Test Results On Differences in Perception In Male And Female Economics Students With Respect To Effectiveness Of Economics Teachers In Classroom Planning And Preparation**

Gender	Mean	SD	t	df	p
Male	3.62	0.64	-1.456	358	0.691
Female	3.73	0.62			

Source: Field survey, (2017)

From Table 2, the results show that there is no statistically significant difference in the perception of male and female Economics students with respect to effectiveness of Economics teachers in instructional planning and preparation ( $M = 3.62$ ,  $SD = .64$ ) and the female Economics students ( $M = 3.73$ ,  $SD = .62$ );  $t(358) = -1.456$ ,  $p = 0.691$ , (two-tailed). Therefore, the null hypothesis was not rejected. This means that there were no differences in the mean value of the male Economics students (3.62) and the female Economics students (3.73). It can, therefore, be concluded that both genders have the same perception with respect to Economics teachers' effectiveness in instruction planning and preparation. This finding does not resonate with that of Metcalfe and Matharu (1995) whose study looked at Students' perception of good and bad teaching, and found out that there was a significant difference in the scores in perception for males and females' students with respect to teacher planning and preparation.

### Research Hypothesis 2

**H<sub>0</sub>:** There is no significant difference in the perception of male and female Economics students with respect to effectiveness of Economics teachers in Classroom Environment management.

**H<sub>1</sub>:** There is a significant difference in the perception of male and female Economics students with respect to effectiveness of Economics teachers in Classroom Environment management. Table 10 presents the obtained results of the differences.

**Table 3: T-Test Results On Differences in Perception between Male and Female Economics Students With Respect To Effectiveness of Economics Teachers in Classroom Environment Management**

Gender	Mean	SD	t	df	p
Male	3.84	0.59	-.142	358	0.691
Female	3.85	0.70			

Source: Field survey, (2017)

From Table 3, the results show that there is no statistically significant difference in the perception of male and female Economics students with respect to effectiveness of Economics teachers in classroom environment management ( $M = 3.84$ ,  $SD = .59$ ) and the female E students ( $M = 3.85$ ,  $SD = .70$ );  $t(358) = -.142$ ,  $p = 0.691$ , (two-tailed). Therefore, the null hypothesis was not rejected. This means that there were no differences in the mean value of the male Economics students (3.83) and the female business students (3.84). It can, therefore, be concluded that both genders have the same perception with respect to Economics teachers' effectiveness in classroom environment management. This resonates with that of Amponsah (2013) whose study looked at Gender Differences in Learning Environment and Student Attitudes and found out that there was no significant difference in the scores in perception for males and females' students with respect to differences in learning environment and student attitudes.

### Research Hypothesis 3

**H<sub>0</sub>:** There is no significant difference in the perception of male and female Economics students with respect to effectiveness of Economics teachers in instructional delivery.

**H<sub>1</sub>:** There is a significant difference in the perception of male and female Economics students with respect to effectiveness of Economics teachers in instructional delivery. The table below



presents the obtained results of the differences.

**Table 4: T-Test Results on Differences in Perception between Male and Female Economics Students With Respect To Effectiveness of Economics Teachers in Instructional Delivery**

Gender	Mean	SD	<i>t</i>	df	<i>p</i>
Male	4.03	0.83	-1.012	358	0.312
Female	4.13	0.72			

Source: Field survey, (2017)

From Table 4, the results show that there is no statistically significant difference in the perception of male and female Economics students with respect to effectiveness of Economics teachers in instructional delivery ( $M = 4.03, SD = .83$ ) and the female business students ( $M = 4.13, SD = .72$ );  $t(358) = -1.012, p = 0.312$ , (two-tailed). Therefore, the null hypothesis was not rejected. This means that there were no differences in the mean value of the male Economics students (4.03) and the female business students (4.13). It can, therefore, be concluded that both genders have the same perception with respect to Economics teachers' effectiveness in instructional. This resonates with that of Ahmad, Azizan, Rahim, Jaya, Shaipullah and Siaw whose study looked at relationship between students' perception toward the teaching and learning methods of mathematics' lecturer and their achievement in pre-university studies found out that there is no significant difference between the average scores of male and female students' perceptions of the effectiveness and learning of the Mathematics lecturer [53].

### Conclusions and Recommendations

The findings of the study revealed no statistically significant difference in the perception of male and female economics students with respect to economics teachers planning and preparations [59-93]. Moreover, findings revealed that there were no significant differences in the perception of male and female economics students with respect to teacher classroom environment management. Finally, the findings that there were no statistically significant differences in the perception of male and female economics students with respect to economics teacher's instructional delivery methods shows a balance use of distinct pedagogy that represent the interest of both gender and promote tolerance in group work among students which involves both genders. Notwithstanding the findings of the study, these recommendations were made: to maintain and improve upon Economics teachers' instructional delivery methods, teachers should pay attention to group dynamics so to help them adopt the best pedagogy that meet the learning needs of almost all the student when dealing with any economics topic as well as Economics teachers in their capacity should encourage the culture of enquiry into the background information of his or her students (male and female) during pre and post interactive face of instruction and incorporate their feedback into subsequent planning and preparation.

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