

Effectiveness of Economics Teachers' Instructional Practices in Senior High Schools in the Cape Coast Metropolis

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Abstract

The purpose of the study was to assess the effectiveness of Economics teachers' in instructional practices in the Senior High Schools in the Cape Coast Metropolis. The variables considered were: planning and preparation, classroom environment management and instructional delivery methods. The researcher used descriptive cross-sectional survey as the design. The researcher employed the multi-staged sampling. Questionnaires and observation checklist were used as instruments to collect quantitative and qualitative data from respondents. The instrument after a pilot testing in four senior high schools in the KEEA District of the Central Region yielded a reliability coefficient of 0.89. The data were analyzed using mean and standard deviation. It was revealed that Economics teachers planning and preparation, classroom environments management and instructional delivery were effective following that there was no much disparity in the view of teachers. The study recommended that school heads should focus on teacher professional development for Economics teachers to improve their instructional practices and increase the level of professional recognition by stakeholders.

Keywords: Instructional Planning and Preparation; Classroom Environmental Management

Introduction

Economics as one of the popular subjects in Ghana's senior high school curriculum was introduced due to its importance as central factor in most spheres of human endeavor. One of the main means of acquiring such knowledge is through effective instructional practices by the instructor. For this reason, the role of the teacher becomes the pivot upon which the transfer of knowledge to students so much depends. This current study focused on the effective of economics teachers' instructional practices in senior high schools the Cape Coast Metropolis. The teacher in the classroom has the greatest influence on student learning and achievement [1-9]. This basic premise has been forced to the forefront of educational debate regarding the kind of teachers' instructional practices in preparing their students for today and the future [10, 11]. Instructional practices of the teachers are progressively gaining both public and academic attention largely because of its importance for understanding and improving educational processes [12].

Many studies have described different aspects of instructional practices which are related to effective classroom learning and student outcomes [13,14]. Effective planning and preparation, adequate instructional delivery methods and effective classroom management – known as key aspects of “effective instruction” – have generally been shown to have a positive impact on student achievement [15-17]. Despite the aforementioned advantages

that come with effective instructional practices, in recent times, there has been a burgeoning public outcry and intense academic discussion about ineffectiveness of teachers' instructional practices as reflected in poor students learning outcomes. Several assertions as well as empirical evidence have been offered as explanations to this phenomenon. Empirically, studies have shown that teachers are ineffective at their planning and preparation stage of instructional practices [18]. Effective planning and preparation do not only boost teacher's pedagogical content knowledge and confidence levels but also empowers them to recommend modern teaching and learning resources to their students leading to desire learning outcomes [19].

Another aspect of instructional practices that has been largely accused of promoting poor learning outcomes is the ineffective classroom management practices of teachers. Literature on instructional effectiveness show that, the quality of classroom learning environment as a factor affecting student learning outcomes is the most readily neglected [20-23]. Besides, effective classroom management is crucial for students' success because background factors such as cognitive and motivational capacities, socio-economic background, social and cultural capital are mostly beyond the control of teachers and schools (ibid.). By extension, effective classroom environment management includes creating an atmosphere of rapport and respect that is conducive to learning and permitting activities that engage students' mind and imaginations [15, 24,25]. Of great concern is that economics teachers are most cited for overlooking this aspect of instructional practices [26]. Besides, teachers barely establish and enforce classrooms rules and procedures to guide

students' behavior (ibid.) [27]. The implication of these assertions is that for instructional practice to be effective, teachers in general and Economics teachers in particular need to pay critical attention to their classroom management practices [28].

Instructional delivery procedures employed by teachers over the years is yet another relatively significant aspect of instructional practices that is mostly cited for undesired learning outcomes among students. Extant literature hold that instructional delivery procedure is seen as a contributory factor to effective instructional practices [15,28]. As a consequence, teachers' instructional delivery should be looked into for the upgrading of instructional effectiveness [29,30]. In support of this assertion, Guarino, Elbourne, Carpenter, and Peduzzi, and Stigler and Hiebert, stated that instructional delivery method that the teacher employs is the most critical factor in instructional effectiveness, not the teachers themselves [31,32]. Besides, international bodies such as the 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 [33]. 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 [34]. 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 [9,35]. 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 [36,37].

Statement of the Problem

In Ghana, WAEC chief examiners reports on students' academic performance in Economics indicate falling standards over the years. For instance, in 2014, out of the 91,675 students, 35% obtained grade A1-C6, 22% obtained grade D7-E8 while 40% obtained grade F9. This implies that almost 62% (D7-F9) of economics students failed. Similarly, in 2015, out of 103,806 students, 37.3% had grade A1-C6, 19.6% obtained grade D7-E8 while 40.9% obtained grade F9. Also, suggesting a failure rate of 60.5%. The story was not different in 2016 where out of the 103,806, 37% scored grade A1-C6, 19% scored grade D7-E8 while 41% scored F9. This also implies that 60.5% of economics students failed. Hence, the recommendations of the chief examiners for the years under review have been the adoption of effective instructional practices as one of the critical measures needed to remedy the situation. Jones, et al, Shahini and Daftarifard and Aydin focused on teachers' planning and preparation practice of instruction [38-40]. They found that teachers learning objectives are unclear and that students do not create an assessment of their understanding. Wenglinisky, Van Tartwijk, Brok, Veldamn and Wubbels focused on classroom environment management [41,42]. They concluded that effect of classroom practices which includes management of misbehavior and space arrangement coupled with other teacher characteristics contributes to student learning. They also found that most teachers in multi-ethnic classes were

perceived to have high influence and proximity compared to teachers in mainstream classes. Also, Donkor, Owusu, Monney, Appiah, and Wilmot and Afolabi focused on the instructional delivery dimension. Their findings were that, the instructional methods and materials were pedagogically equivalent in terms of theoretical knowledge acquired [43-45]. They concluded that conventional methods that comprise the use of lecture, discussion and question and answers in instructional process make students perform better than even computer assisted instruction. It seems none of the studies focused on all the key instructional practices (Planning and Preparation, Classroom Environment Management and Instructional Delivery) espoused by Danielson [15]. Hence, it is very difficult to fully judge the instructional effectiveness of teachers. Motivated by this assertion, and findings, the study assessed the effectiveness of Economics teachers' instructional practices in the Cape Coast Metropolis considering all the key instructional practice identified by Danielson [15].

Research Questions

The following research question were developed to guide the direction of the study.

1. What is the effectiveness of SHS Economics teachers in instructional planning and preparation?
2. What is the effectiveness of SHS Economics teachers in classroom environmental management?
3. What is the effectiveness of SHS Economics teachers in instructional delivery procedure?

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 three instructional dimensions of teaching out of the four espoused by Danielson which are planning and preparation, classroom environment management and instruction delivery [15]. Geographically, the study was delimited to the Cape Coast Metropolis in the Central Region. Hence, the study focuses on senior high schools in the Cape Coast Metropolis. In this regard, the study was delimited to form two Economics students in six senior high schools as well as teachers of Economics in the same senior high schools in the Cape Coast Metropolis.

This research embraced questionnaires and observation as information collection instruments that are prone to misinterpretation of issues due to changes in feelings and behaviors that may influence the validity of the results. In addition, results from observations were collected in the classroom through the researcher's experiences, thus making them subjective. The researcher took the participants through the steps by which they could answer the questions in an effort to restrict these shortcomings. However, it must be performed with caution to generalize the outcomes of this research.

Theoretical Framework

Several models or approaches have been developed and proposed to

observe or measure teachers' instructional practices. Some of these models or approaches are measures of Effective Teaching (MET), Marzano teacher effectiveness evaluation model and Danielson's Framework. The MET and MTEM models were not considered for the study because it did not consider pre-classroom activities and moreover, focused on the product of evaluation with little emphasis on the processes before evaluation. They looked at teacher evaluation from the lens of observer practices without leveraging the feedback processes to support necessary teaching shift. In this current study, Danielson's Framework for teacher effectiveness was adopted because it revealed teaching by defining it through four domains of professional responsibility, with components such as "managing student behavior" and "engaging students in learning". The model view virtually every teacher as excellent which put evaluators in the position of looking for legitimate errors in instructional practice to inform policy.

Danielson Framework for Effective Teaching

The Danielson framework for effective teaching is a research-based set of elements of instruction rooted in a constructivist paradigm of teaching and learning. Danielson framework for effective teaching seeks to define what the teacher should know and be able to do as they practice the profession of teaching. The framework assesses teachers' instructional practices using four domains. In the framework (see Figure 1) the complex activity of teaching is divided into 22 components, clustered into the four domains of teaching responsibility: (1) planning and preparation, (2) classroom environment, (3) instruction, and (4) professional responsibilities [15]. It explained that the components of teacher instructional practices are a comprehensive framework reflecting the many different aspects of teaching. These domains are illustrated in Figure 1. A brief review of each of these domains provided a road map of the teaching competencies economics teachers need to demonstrate.

Domain 1: Planning and preparation 1a. Demonstrate knowledge of content and pedagogy 1b. Demonstrate knowledge of students 1c. Setting instructional outcomes 1d. Demonstrating knowledge of resources 1e. Design coherent instruction 1f. Design student assessments	Domain2: Classroom Environment 2a. Creating environment of respect and rapport 2b. Establishing a culture of learning 2c. Managing classroom procedures 2d. Managing students' behavior 2e. Organizing physical Space
Domain 3: Instruction 3a. Communicating with students 3b. Using questions and discussion technique 3c. Engaging Students in learning 3d. Using assessment in instruction 3e. Demonstrating flexibility and responsiveness	Domain4: Professional Responsibility 4a. Reflecting on teaching 4b. Maintaining accurate records 4c. Communicating with families 4d. participating in a professional community 4e. Growing and developing professionally 4f. Showing professionalism

Figure 1: Danielson Framework for Effective Instruction

According to Danielson, the framework for teacher effectiveness provides the vehicle for teacher growth and development by providing opportunities for professional conversation around agreed-upon standards of practice [15]. Shulman and Wilson agreed that

the Danielson model allowed teachers to be active participants in inquiry concerning their own teaching practices and through writing, dialogue, and questioning authentic learning can occur.

Domain 1: Planning and preparation. The first step in effective teaching is effective planning and preparation. The elements in Domain 1 focus on how a teacher organizes and arranges the subject matter (content) students are expected to learn. Thus, how the teacher designs instruction, which helps them to enter the classroom with confidence. Domain 1 comprises all the diverse features of planning and preparation, comprising knowledge of content and pedagogy, demonstrating knowledge of the students, selecting instructional goals, demonstrating knowledge of resources, designing coherent instruction, and assessing student learning [46,47]. This is the area where teachers are required to develop a deep understanding of content, pedagogy, appreciation of students, and the skills the students brought into the classrooms [47]. Danielson argued in her work that merely understanding the content is not enough and that teachers have to be effective in the delivery of that content to students. For this to be achieved, teachers need the skills and knowledge to blend the content and pedagogy as indicated by Shulman [48]. In view of this, Economics teachers' planning and preparation encompass more than simply writing their daily activities. Exercising carefulness and precaution in planning and preparing subject matter, learning experiences and materials for class recompenses enormous dividends for both teachers and students. Thus, when everything needed for effective instructional process is carefully planned and prepared, it advances integrity, reliability and trustworthiness to the teacher. Planning and preparation help demonstrate that purpose which, in turn, makes students feel comfortable in their learning. Planning and preparation also provide teachers with confidence which enable them to attend to the needs of the students in the classroom.

Domain 2: The classroom environment. The second domain describes classrooms that are conducive for learning. Thus, it consists of the interactions that occur in a classroom that are non-instructional. These comprise of creating an environment of respect and rapport among the students and with the teacher, establishing a culture for learning, managing classroom procedures, managing student behaviour, and organizing the physical space [46,47]. According to Danielson, teachers within this domain must create an atmosphere about the significance of learning and the importance of the content [47]. Economics teachers who have a sense of humour could make learning appropriate and applicable, give unconditional praise, and make students feel safe, valued and respected whilst those Economics teachers who criticise students, demean students' efforts, could create an atmosphere of fear. In this regard, Economics teachers need to be aware of cultural differences that exist in the classroom and their body language so that they do not convey a message of disrespect, insensitivity, or aloofness to students. Classroom environments of conducive, respect and rapport are ones where students feel the support of the teachers, hence, economics teachers are expected to demonstrate and teach respect for diversity.

Domain 3: Instruction. Domain 3 is the actual teaching. The components in Domain 3 are the core of teaching which focused on students' engagement in content. It embraces everything the teacher does to warrant students' learning and ability to use that learning in future situations. These include communicating clearly and accurately, using questioning and discussion techniques, engaging students in learning, providing feedback to students, and

demonstrating flexibility and responsiveness [46,47]. This domain incorporated the primary motivation for schools, which is to enrich and improve students' learning [47].

Thus, this domain seeks to look meticulously at the divergent phases of instructional skills, in particular, the implementation process of teachers' delivery of their written lesson plans in order to unify the vision of students' development of complex understandings and participation in a community of learners. Teachers within this domain are expected to execute the careful planning and preparation done in Domain 1, use the safe learning environment created in Domain 2, and use all constituents that have preceded this teaching into coherent and understandable content that challenges the students.

Regarding this, Economics teachers are expected to constantly check and assess students' responses to determine whether they fully understand what is being taught. Economics teachers are required to use both formal and informal assessments to provide valuable data that inform when and how to adjust instruction for student needs. Economics teachers are expected to have a plethora of effective pedagogy or teaching strategies in order to be able to transit from one teaching approach to another when the present approach appears not to be effective. Economics teachers are expected to integrate interdisciplinary curricular content to further implant deeper understanding of ideas and concepts. Economics teachers are expected to assimilate these related knowledges, learning experiences, explanations, examples, and what students just learned about to students' entry behavior (relevant previous knowledge) to make learning relevant for their students. Economics teachers should be pay particular attention to students' diversity and differences in the classrooms.

Domain 4: Professional responsibilities. The ingredients in Domain 4 epitomize the wide range of a teacher's responsibilities outside the classroom. It emphasizes on teacher activities that transpire after the actual teaching event. Thus, it exhibits teachers' commitment before, during, and after the lesson. These include reflecting on teaching, maintaining accurate records, communicating with families, contributing to the school and district, growing and developing professionally, and showing professionalism [46,47]. To be seen as a professional teacher, Economics teachers are expected to reflect on their teaching in order to determine areas of instructional intercourse where to concentrate their energies when making revisions, and what parts of the instruction they will continue in future lessons. This reflection could be done through collegial conversations, journal writing, examining student work, informal observations and conversations with students, or simply thinking about their teaching. Economics teachers' competence to reflect accurately and the ability to use what has been learned in future teaching is a learned skill. Effective Economics teachers must reflect in order to evaluate strengths and weaknesses of lessons. In furtherance, professional Economics teachers are required to communicate and collaborate with families and colleagues. In addition, they are expected to build supportive relationships with one another and share in cooperative team planning. They are required to welcome constructive and objective feedback and continually strive to make decisions based on the highest professional standards.

Research Design

The descriptive cross-sectional survey research design was employed as the design for the study. This was because the research was

purported on describing the prevalence of a condition of a sample population at specific point in time. Its application was as a result of removing assumptions about a pool of participants and replacing them with actual information on specific variables. According to Chalmers descriptive research strategy is appropriate for such a study because it afford researchers the chance to seek explanations of certain aspects of certain social phenomena such as opinions, and attitude of respondents [49]. The philosophical underpinning of the design is the positivism approach which allows epistemological assumptions relate to how knowledge can be created, developed and communicated. It also focuses on what it means to know and involves finding the nature of relationship between the would-be knower and what can be known [50].

Population and Sampling

The population of the study Economics Teachers 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 46 Economics teachers (GES. Cape Coast, 2017). 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). The six selected schools were Academy Christ the King, Ghana National College, Oguaa Senior High School, Wesley Girls High school, St. Augustine College, and Mfanstipim School. The census procedure was used because of the limited number of Form Two Economics teachers in the selected schools. The convenient sampling technique was used in selecting a classroom for instructional practices observation in each of the six selected Senior High Schools for the purpose of obtaining the observable data.

Research Instrument

The researcher used a questionnaire and observation checklist as instruments to collect data for the study. The questionnaires were in four main sections. The first part (section A) looked at background information of the respondents. The second part (section B), touched on teachers instructional planning and preparation. The third part (section C) covered teacher's classroom environment. The fourth part (section D) covered the teacher's instructional delivery methods. 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. The researcher also used an observation checklist as a tool to help collect the qualitative data. This tool helped the researcher to look out for the various immeasurable information that make instructional practices effective by the help of observational check list. This tool as compared to the questionnaire allowed the researcher the feel of how the instructional time was carried out and offered the researcher the opportunity to gather "live" data from natural occurring social situations.

Validity and Reliability of the Instrument

To obtain the reliability of the instrument, the questionnaire was pre-tested in selected senior high schools in the KEEA District of the Central Region, namely Eguafu Senior High School and Komenda Senior High School to test for the strength of the instrument. Geographically, the pre-test schools and the study schools are different, however, the researchers used these schools for the pre-

testing because the school offer Economics, and they share common characteristics with those of the study participants in terms of courses they offer. The instrument yielded a reliability coefficient of 0.89. In quantitative research, validity rests on the foundation that a method, a test or a research tool is actually measuring what it supposed to measure [51].

Data Collection Procedures and Data Analysis

The data were obtained through self-administered questionnaire and observational checklist. The researcher obtained a letter of introduction from the Head of Department of Social Science Education to introduce the researcher to the various headmasters and headmistress of the various selected Senior High Schools. Responses to the various items in the questionnaires were then tabulated and analyzed. After editing and coding, the data were run using the Statistical Package for the Science solution (SPSS Version 22.0) software. Before performing the desired data transformation, corrections were made after verification from the questionnaires and the database was generated. The responses were quantified and analyzed based on the research questions. Research question one, two and three were analyzed using descriptive statistics, that is mean and standard deviation. The research addressed all ethical concerns which included informed consent, anonymity and confidentiality. One of the issues involved in this research was informed consent. It affords prospective participants the opportunity to accept or decline to engage in the research. It describes the need for participants to understand the aims, objectives and potential harm that such involvement may have on them.

Results and Discussion

This section tried to ascertain the background information of respondents. These include gender and age, as presented from Table 1.

Table 1: Background Information of the Teacher Respondents

Variables	Scale	N	%
Gender	Male Teachers	12	75
	Female Teachers	4	25
Age	Below 25yrs	1	6.3
	30-40 yrs	13	81.3
	41-50 yrs	2	12.5

Source: Field survey (2018)

From table 2, there were more male teachers (75%) than female teachers (25%) in the study sample. What this might also mean is that most of the responses might turn to reflect the needs of the male teachers since they dominated in the study. For age groups, majority of the respondents were within 30-40 years (81.3%), followed by 41-50 year (12.5%) with those below 25-years (6.3%) forming the minority in the study sample.

What is the effectiveness of the instructional planning and preparations made by the SHS Economics teacher?

The main aim of this research question was to ascertain the effectiveness of instructional planning and preparations made by the SHS Economics teachers.

Table 2: Teachers Responses on Instructional Planning and Preparations made by the SHS Economics Teachers

Item	Mean	Std. dev
I have much knowledge in the subject	4.3	1.19
I use different methods to teach the subject	4.3	0.87
I know everything about my student in the class	3.7	0.77
I know my students' style of learning	3.6	0.80
I tell students my expectation of the lesson	4.0	0.92
I speak clearly to the hearing of every student	4.1	1.02
I use different resources to teach the subject	4.2	0.68
I recommend other textbooks for my students to buy	4.3	0.70
I give students different learning activities in the class	4.3	0.71
My instructional materials relate the topics I teach	4.1	0.91
I assess my student's performance after every lesson	3.5	0.89
I use questions and exercises to asses my student's performance	4.2	0.77
Mean of Means	3.7	0.85

Source: field data, 2018. Note: The Mean value, strongly agree (SA)=4.5-5.00, Agree(A)=3,5-4.4, Uncertain(U)=2.5-3.4, Disagree('D) = 1.5-2.4 and Strongly disagree (SD)=1-1.

Table 3 revealed that Economics teachers agreed that they have much knowledge in the subject, uses different methods to teach the subject, recommend other textbooks to students and as well give students different learning activities in class. This was made evident in the mean obtained thus (M =4.3) respectively with different standard deviation score. The mean of means obtained (MM = 3.7; SD = 0.85) shows that Economic teachers agreed to the indicators that predicates Instructional Planning and Preparations by the SHS Economics Teachers. These findings attest to the claim of Danielson and McGreal, and Danielson that there are diverse features of planning and preparation, comprising knowledge of content and pedagogy, demonstrating knowledge of the students, selecting instructional goals, demonstrating knowledge of resources, designing coherent instruction, and assessing student learning) [45,46].

What is the effectiveness of classroom environment management practices adopted by the SHS Economics teachers?

The purpose of this research question was to determine how effective is the SHS economics teacher's classroom environment management practices.

Table 3: Teachers Responses on the Effectiveness of Classroom Environment Management Practices of the SHS Economics Teacher's

Statement	Mean	Std. dev
I respect my student's opinions on the topic in class	4.4	0.62
My students interact with me without any pressure	4.5	0.81
I emphasize on collaborative learning	4.0	1.09
I encourage students to do independent work	4.3	1.13
I have a good classroom managing skills	4.0	1.03
I manage the instructional materials and it supplies	4.2	0.57
I monitor student's behavior in classroom very well	4.5	0.51
I response rightly to student's misbehavior in class	4.3	0.61
I check the arrangement desk in class	4.1	0.40
I look out for the safety and accessibility of my student in class	4.4	0.51
Mean of Means	4.3	0.73

Source: field data, 2018. Note: The Mean value, strongly agree (SA)=4.5-5.00, Agree(A)=3,5-4.4, Uncertain(U)=2.5-3.4, Disagree (AD)= 1.5-2.4 and Strongly disagree (SD)=1-1.4

It is evident from Table 3 that Economic teachers strongly agreed that they respect their student's opinion on a topic during instructional period; students interact with their students freely and as well look out for the safety and accessibility of their students during instructional period. This was made evident from the (M = 3.5 to 4.5). These findings confirm Danielson and McGreal, and Danielson claim that classroom environment practices comprise of creating an environment of respect and rapport among the students and with the teacher, establishing a culture for learning, managing classroom procedures, managing student behavior, and organizing the physical space [45,46]. According to Danielson, teachers within this domain must create an atmosphere about the significance of learning and the importance of the content [46].

What is the effectiveness of instructional delivery procedures of the SHS economic teacher?

The purpose of this research question was to determine the effectiveness of instructional delivery procedures of the SHS economic teachers.

Table 4: Teachers Responses on the Effectiveness of Instructional Delivery Procedures of the Shs Economic Teacher

Statement	Mean	Std. dev
I communicate to my students the objectives and procedures in the lesson	4.3	1.01
I explain the content of the topic for students to understand	4.3	0.71
I ask questions in the range of my students understanding in class	4.3	0.70

I use techniques that ensures that my students participate in the lesson	4.2	1.00
I engage my students in learning through exercise and assignments	4.1	0.98
I employ group work to engage students in learning	3.8	1.20
I assess my students understanding when I am teaching	3.8	1.12
I give feedback on level of student understanding the lesson	4.0	0.57
I consider my students ability in learning when I am teaching	4.3	0.70
I respond to every question my students ask in class	3.9	0.99
Mean of Means	4.1	0.90

Source: field data, 2018. Note: The Mean value, strongly agree (SA) = 4.5-5.00, Agree (A)=3,5-4.4, Uncertain (U)=2.5-3.4, Disagree('AD) = 1.5-2.4 and Strongly disagree (SD)=1-1

On the effectiveness of instructional delivery procedures of the SHS Economic teacher, result from Table 4 shows that Economic teachers agreed that they communicate to my students the objectives and procedures in the lesson; they explain the content of the topic for students to understand; they consider students learning abilities while teaching as well use techniques that ensures that my students participate in the lesson. This was findings was obtained from the (M = 3.5 – 4.4) respectively. To confirm the agreement of the Economics teachers' responses, a mean of means obtained (MM = 4.1; SD = 0.90) indicates that they follow instructional delivery procedures. Empirically, the findings confirm the components in Domain 3 of Danielson Framework for Effective Teaching

It embraces everything the teacher does to warrant students' learning and ability to use that learning in future situations. These include communicating clearly and accurately, using questioning and discussion techniques, engaging students in learning, providing feedback to students, and demonstrating flexibility and responsiveness [45,46].

Results from Observation Check List on Teacher Classroom Environment Management

Items	Somehow effective	Effective
Teacher communicates with students.	38.9%	61.1%
Use of questions and discussion techniques.	61.1%	38.9%
Engagement of students in learning.	11.1%	88.9%
Use of assessment in instructions	50.0%	50.0%
Demonstrate flexibility and responsiveness.	5.6%	94.4%

Source: field data, 2018.

Results from the observational guide on teacher's classroom environment management reveals that Economics teachers were effective in communicating with students (61.1%), effective in

engaging students in learning (88.9%) and as well effective to demonstrate flexibility and responsiveness during instructional period (94.4%). To ensure active student participation, teachers must become highly skilled questioners. 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. 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.

Conclusions and Recommendations

Effective planning and preparations made by economics teachers are good indications that pre-instructional activities are very core to modern classroom education. Thus, planning and preparations can be explored greatly in order to up skill economics teachers properly to fit into the expected standards set by both international and local education stakeholders. In addition, findings showed an encouraging instructional delivery method by economics teachers which are learner centered and capable of bridging academic gap when necessary attention is given to combat the deficiencies exhibited by some teachers. The findings suggest some important actions which must be undertaken if any mark will be made in sustaining effectiveness of economics teachers' instructional practices. However, with respect to such findings the following recommendations are made. Firstly, the major stakeholders (GES, School heads, and head of departments) in the senior high schools' education in Ghana should make planning and preparation of instructional practices of economics teachers' first point of assessing economics teachers since it is the foundation of effective instructional practices. This would help teachers to put much effort in this stage of instructional practice. Secondly, heads of schools together with external supervisors of the senior high schools in Ghana should place more emphasis on classroom environment management to economics teachers highlighting it benefits to them. This will help teachers find assertive ways of handling students' emotions which promote teacher-student relationship [52, 53].

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