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conversation' in Burgess, R. G. (Ed.), *Field*

Research: A Source Book and Field Manual.

London: Allen and Unwin.

For further information, please consult our ***call for papers*** at the end of the

Journal.

Table of Contents

EDITORIAL

Our first article features a study conducted by a group of teacher-researchers in Tamale, a town in northern Ghana.

The study examined the perceived effects of the knowledge of economics teachers on level 100 students. The study was conducted in the Tamale metropolis. The researchers employed the survey design. The results showed a statistically positive association between teachers' content knowledge and students' achievement in learning economics. Again, the study revealed that teachers' positive attitude impacted positively on students' learning of economics. Finally, the findings of the study would seem to suggest that the higher the qualification of teachers the higher the student achievement in studying economics.

Another article on pedagogy came from a group of teachers in Kenya.'

The study investigated the effect of gamification on learning outcomes of secondary students of computer studies in Kenya. The sample was 142 form 3 secondary students from four secondary schools, selected through purposive sampling.

The differences between the pre-test and post-test means were analyzed using a t-test and analysis of variance (ANOVA).

The results showed that the students in the experimental groups did better than those in the control groups. The researchers concluded as follows: there is a case for including gamification in the pedagogy curricular of future computer science teachers.

Editor – in – Chief

December 2023

Perceived Effects of Beginning Economics Teachers' Personality on the Students' Learning of Economics in Ghana

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Abstract

The study examined the perceived effects of Economics teachers' content knowledge of economics on students' learning of Economics in the Tamale metropolis. In this study, we employed the survey design. The results showed a statistically positive and significant association between teachers' content knowledge and students' achievement in Economics. It indicates that teachers' content knowledge may have an effect on student achievements in Economics. The study also revealed a statistically positive and significant association between teachers' attitude and students' achievement in Economics. Thus, the variation in students' learning of Economics is caused by teachers' approach or methodology. Again, the results of the study showed that there is a significant association between teachers' academic qualification and students' achievement in Economics. Hence, teachers' qualifications may have positive or negative effect on students' learning of Economics. The study observes that the approach to teaching Economics has a

direct positive effect on the students learning of Economics. In view of this, the researcher recommends that Ghana Education Service (GES) should inscribe in their code of ethics behaviors which align with appropriate traits that enhance the teaching and learning of Economics at the senior high schools in Ghana.

Keywords: Economics, Learning, Perceived, Personality

INTRODUCTION

The introduction of teaching and learning of economics in Ghanian pre-tertiary schools was delayed because Sir William Anthony (1975), argued that it would be difficult for teachers to teach children economic principles and for children to understand economics. He added that the amount of economics embedded in Social Studies, was adequate to meet the needs of children (Drake, 1976). Finally, economics gained acceptance as a teaching subject at the pre-tertiary level in 1966.

The teaching and learning of Economics in SHS have been significantly impacted by various factors. One notable influence is the teachers' personality. In this context, personality refers to the amalgamation of traits and patterns that shape behavior, thoughts, motivation, and emotions (Mathews, Deary, & Whiteman, 2003). The selection of teachers is a critical process for school authorities and stakeholders, given the pivotal role teachers play in effectively implementing the Economics curriculum. As emphasized by Marsh and Wouldis (2013), aligning teachers' activities with prescribed policies and programs is essential, spanning from planning a full-year course to daily lessons of a few minutes (p.197). Their argument underscores that while teachers base their planning on the content and methods outlined in textbooks, syllabi, and teachers' guides, the actual delivery of the material is significantly shaped

by the individual preferences of teachers, which are inherently influenced by their personalities.

The significance of beginning teachers' personalities in shaping students' learning experiences is undeniably substantial within the field of education. Within the varied groups of teachers, a distinct group is identified as the "beginning teachers," whose influence on students' academic attainment is an issue of specific importance and relevance. Novice or new teachers, commonly known as beginning teachers, are in the initial phases of their teaching professions. These teachers possess limited classroom experience and have recently entered the teaching field. Beginning teachers usually join the teaching profession after successfully completing their teacher preparation programmes, which consist of formal education, pedagogical training, and certification prerequisites (Ingersoll & Strong, 2011). Beginning teachers embarking on their careers find themselves at a crucial point in their professional growth. During this phase of their profession, teachers' instructional methods and level of student involvement in the classroom can significantly influence students' academic trajectories (Ingersoll & Strong, 2011). Darling-Hammond (2017) states that the educational experience of beginning teachers is impacted by multiple factors, such as the teachers' ability to create a high-quality learning environment, effectively engage and motivate students, and demonstrate competency in delivering instructional content.

The influence of a beginning teacher's personality on the academic achievement of students is a multifaceted phenomenon, encompassing several elements such as the classroom climate, teacher-student relationships, and the overall conducive learning environment (Klassen et al., 2012; Kardos, 2004). The beginning teacher's personal characteristics and teaching approaches can significantly impact their students' academic progress and engagement, involvement, and overall welfare. They typically bring with them a blend of theoretical knowledge and a strong sense of enthusiasm. Nevertheless, these teachers face challenges when transforming these characteristics into effective teaching. Furthermore, it is common for these teachers to have a significant learning challenge as they adjust to the practical aspects of teaching, acquiring knowledge via their own experiences and actively pursuing avenues for professional development (Feiman-Nemser, 2001).

Tamakloe, Amedache, and Atta (2005) assert that the teacher assumes a crucial role in elucidating subject matter for students. Nevertheless, the teacher's role in the classroom is multifaceted, extending beyond mere instruction. They serve as trendsetters and role models for students to emulate. This implies that teachers' qualities and attitudes significantly impact students' performance by applying various teaching styles and methodologies. Learning outcomes for students are defined by the knowledge, skills, and attitudes acquired as a consequence of their participation in specific educational experiences. The general public and the Ghana Education Service

(GES) have acknowledged the educational significance of Economics. Despite the importance of the subject in Ghanaian society, Economics students' learning challenges impede their overall performance. From the preceding, it can be established that students' achievement in the learning of Economics is largely affected by the teachers' personality. The impact of the teacher's personality on students' learning outcome is what this study intends to investigate in some selected Senior High schools within the Tamale Metropolis.

Statement of the problem

The field of economics assumes a pivotal role in equipping individuals with the necessary skills to navigate the complex economic conditions of contemporary society effectively. The efficacy of economics teachers in influencing students' academic experiences is widely recognised. The existing body of research has examined the influence of teachers' personality traits on students' learning outcomes across different educational settings. However, there is a lack of empirical investigation specifically focusing on the unique circumstances of beginning economics teachers in Ghana and the potential impact of their personalities on students' learning experiences in the field of economics. It is of utmost importance to comprehend the potential implications of beginning economics teachers' personalities on their students' learning outcomes. Trapmann et al. (2007) observed a

wide range of teaching methods and dispositions among beginning economics teachers, and these variations can potentially influence students' level of involvement with economic concepts and theories. The impact of personality traits on teacher-student relationships is a critical component that can significantly affect student motivation, engagement, and academic achievement.

The Chief Examiner's Report on Economics Students' performance in the West Africa Senior Secondary Certificate Examination (WASSCE) over the years indicates a serious problem regarding students' understanding of Economic issues. For example, the 2020 chief examiner's report indicates that many candidates gave unsatisfactory answers to questions that demanded applying Economic knowledge (WASSCE Chief Examiner's Report for Economics, 2020). From the report, it is clear that students may have knowledge of Economic principles but lack the ability to apply that knowledge in real life. The report also stated that some candidates were completely ignorant of the economic principles and as such gave irrelevant answers to those questions. This may be attributed to some Economics teachers not possessing the requisite knowledge in the subject.

Farooq (2001) emphasized that the social class of parents is a dominant factor in students' academic performance. Students' academic abilities and socio-economic background of students impose considerable constraints on their performance and the type of grades they can make. The students from a middle-class family have a wider

range of possibilities open to them than students from a poor socio-economic class. Okoh (1980) buttresses the point that children from low-income homes come to school with a two-fold handicap: their innate intelligence is underdeveloped for success in present-day educational systems, and their personality is structured so that they are not likely to do well in school. In the light of all these findings, it suggests that less research has been done on the effect of teacher's personality on students' performance. This has influenced the researcher's choice to research the effects of teacher's personalities on students' learning of Economics.

Purpose of the study

This study's primary purpose is to investigate the effect of Beginning Economics teachers' personalities on students' learning of Economics in the Tamale Metropolis. Specifically, the study sought to determine the impact of teachers' content knowledge, attitude, and academic qualification on students' achievement in economics.

RESEARCH METHODOLOGY

The study employed a cross-sectional survey design, a method chosen based on Creswell's recommendation (2014). This design enables the quantitative description of trends, attitudes, or opinions within a population by examining a sample thereof. The study population comprised 1,200 economics students and 40 Beginning Economics teachers (Economics teachers within the first or second year of their

teaching profession) in the Tamale Metropolis. A simple random sampling was used to select eight hundred (800) economics students for the study. However, purposive sampling was employed to choose twenty (20) teachers as respondents. This technique requires selecting cases based on their specific knowledge about the issues under study (Cohen, Manion & Morrison, 2000).

Additionally, purposive sampling was utilized to select experts who possess significant knowledge in the chosen field of study. This study used a questionnaire to gather responses from both teachers and students. Specifically, the personality survey questionnaire developed by Amado (2012) was adapted and employed as the data collection instrument. The choice of a questionnaire was deemed suitable for the survey work as it allowed respondents sufficient time to provide well-considered answers (Kothari, 2004). Before administering the instrument, the researchers visited the schools, presenting a letter of introduction from the Head of the Department of Business and Social Sciences at the University of Cape Coast to the school heads, who were also respondents. Four research assistants were responsible for administering the questionnaire. Respondents were assured of confidentiality and anonymity in adherence to ethical research practices. A cover letter accompanied the questionnaire to convey this assurance and request their maximum cooperation. To address the

research questions, descriptive statistics such as percentages, means, and standard deviations were computed.

RESULTS

Gender of respondents

The researcher surveyed the descriptive statistics of the sampled population. The responses revealed that the number of male students were more than that of females. There were 410(51.3%) males and 390(48.8%). females. The survey also sampled 20 teachers who taught Economics. The responses revealed that the number of male teachers were more than that of the females. The responses revealed that 13 (65%) of the teachers, were male, and 7(35%) of the teachers, were females. The disparity in the gender of Economics teachers is due to its perceived difficulty for females students. hence, fewer female students pursue Economics at higher levels. The distribution of gender is summarised in Table 1.

Table 1: Distribution of Gender of students and teachers

Variable	Frequency	Percent
Gender of students		
Male	410	51.3
Female	390	48.8
Total	**800**	**100**
Gender of teachers		
Male	13	65
Female	7	35
Total	**20**	**100**

Age of students respondents

The students' respondents fell into three age bands: namely, the age band (under 15); age band (15 -18) and age band (19-24) The majority of the respondents aged between 15 and 18 years. This age group accounted for 460 (57.5%). Respondents within the age band (under 15 years) accounted for the least, 110 or 13.8%. Students who fell within age band (19-24 numbered 230 (28.8%).

With respect to the age of teachers, there were distributed in four age bands of age band (26-30) (31-35) and (36years and above). Three of the band had equal representation of 6 teachers or 30%. These are the age groups (26-30years), (31-35years) and (36years and above). Teacher Respondents aged (20-25) accounted for 10%, representing two teachers. The distribution of the age of the respondents is summarised in Table 2.

Table 2: Distribution of age of respondents

Variable	Frequency	Percentage
Age of student		
Under 15 years	110	13.8
15-18 years	460	57.5
19-24 years	230	28.8
Total	**800**	**100**

Age of Teachers		
20-25 years	2	10
26-30 years	6	30
31-35 years	6	30
36 and above	6	30
Total	**20**	**100**

Academic Qualification of Teachers

The majority of the teachers had obtained a first degree. This group accounted for 65%, representing 13 teachers, with the least group attaining HND. This group also accounted for 5%, representing just a single teacher. Twenty percent (20%) and ten percent (10%), representing 4 and 2 teachers respectively, had obtained a second degree and diploma respectively. Below is a distribution of the academic qualifications of teachers.

Table 3: Distribution of the academic qualification of teachers

Academic Qualification	Frequency	Percent
Diploma	2	10
HND	1	5
First Degree	13	65
Second Degree	4	20
Total	**20**	**100**

Test of Economics Understanding

General and standard questions on Economics were developed to assess the knowledge and understanding of students of Economics as a course. Responses from the survey revealed that the majority of the students scored 50% out of the total. This group accounted for 22.5%, representing 180 students. Only twenty students, representing 2.5%, scored 100% on the Economics test. Table 4 gives a summary of the distribution of the economics test for the students.

Table 4: Distribution of Economics understanding test

Scores/10	Frequency	Percent
2 marks	20	2.5
3 marks	20	2.5
4 marks	90	11.3
5 marks	180	22.5
6 marks	130	16.3
7 marks	130	16.3
8 marks	100	12.5
9 marks	110	13.8
10 marks	20	2.5
Total	**800**	**100**

Table 5: Teachers' content knowledge, attitudes, and academic qualification on students' achievement in economics.

Variable	R Square	F-value	P-value
Teachers content knowledge	0.265	3.201	0.004
Teachers Attitude	0.296	4.3300.000	
Teachers' academic qualification	0.227	5.284	0.034
Dependent variable: Test of Economics understanding			

Source: Field Survey, 2023   P<0.05 is statistically significant

The regression result shows a statistically positive and significant association between teachers' content knowledge and student achievements in Economics with a p-value of 0.004. This indicates that teachers' content knowledge may affect (positive or negative) student achievement in Economics.

The R-square value was recorded as 0.256 (25.6%). This explains that teachers' content knowledge causes 25.6% of the variation in students' achievement in Economics. This indicates that a unit effect of teachers' content knowledge would result in a 25.6% change in students' achievement in Economics.

Regarding the effect of teachers' attitudes on student learning of Economics, the regression result showed a significant association between the teachers' attitudes and student learning of Economics. The association recorded a p-value of 0.00. This indicates that teachers' attitudes may influence students learning of Economics.

The R-square value recorded was 0.296, representing 29.6%. This explains that teachers' attitudes cause 29.6% of students' economics learning variations. This indicates that a unit effect of teachers' attitudes would result in a 29.6% change in students' learning of Economics.

With respect to the extent to which teachers' qualifications affect students' learning of economics, the regression result showed a significant association between the teachers' academic qualifications and students' learning of economics. The association recorded a p-value of 0.034. This indicates that teachers' academic qualifications may also influence student learning in Economics. The R-square value recorded was 0.227, representing 22.7%. This explains that teachers' academic qualifications cause 22.7% of students' economics learning variations. This indicates that a unit effect of teachers' academic qualification would result in a 22.7% change in students' learning of Economics.

DISCUSSION OF RESULTS

The significance of teachers' personalities in achieving educational goals and objectives within any educational system is paramount. Teachers' personalities

encompass the instructional behaviors demonstrated by teachers in their pursuit of educational goals. These personalities comprise a blend of distinct qualities, attitudes, content knowledge, and status that differentiate one teacher or group of teachers from another. Successful teacher personalities refer to those identified by empirical researchers as being correlated with enhanced student achievement in the cognitive outcomes of education (Offorma, 1994; Opoku et al., 2020).

According to Adu (2012), attitude is characterized as internal beliefs shaped by personal experiences influencing individual actions. Consequently, students' perception of teachers' personalities, encompassing attitudes, content knowledge, and academic qualifications, can impact their learning attitudes toward subjects like Economics. Students frequently assess their teachers based on factors such as subject expertise, communication skills, the selection of effective teaching methods, and overall classroom management proficiency. The study of Economics, in particular, offers learners a chance to engage meaningfully with the dynamic economic landscape, underscoring the importance of positive teacher-student dynamics in shaping the educational experience.

The findings underscore the crucial significance of "teachers' content knowledge, attitudes, and qualifications" in establishing a noteworthy and positive connection with "student learning of Economics." These results align with prior

research conducted by Hill, Rowan, and Ball (2005), affirming that a teacher's proficiency in the subject matter substantially influences students' understanding of Economics. The data analysis outcome suggests that students' perceptions of their Economics teachers' expertise in the subject have a meaningful correlation with students' attitudes toward Economics in secondary schools. This discovery aligns with the results of an earlier study by Ajibade and Ehindero (2002), indicating that 98% of students heavily rely on their teachers' knowledge of the subject's content. This dependence stems from the competence and confidence demonstrated by the teacher during instruction. It implies that teachers should profoundly comprehend the content they intend to teach.

The students' perception that their teachers possess a deep understanding of Economics topics fosters confidence, leading students to believe that they too can master Economics and that the subject's knowledge is not elusive. In essence, the comprehensive and dynamic nature of teachers' knowledge significantly and positively influences students, acting as a motivating factor toward the subject.

In his research, Adu (2012) emphasized the significance of economics teachers' knowledge of subject content, stating that effective teaching plays a crucial role in enhancing students' achievements and fostering a positive attitude toward the study of economics. This effectiveness is contingent on the teacher's confidence and a

comprehensive understanding of the subject matter. Teachers with a profound grasp of the concepts to be taught are more likely to use clear and unambiguous language to present information coherently, and provide clearer explanations than those with weaker backgrounds (Uya, 2011). Muijs and Reynolds (2002) further asserted that the teaching effectiveness of a teacher is compromised when they lack a strong grasp of the content to be taught. Consequently, enhancing teachers' content knowledge is instrumental in improving students' learning outcomes in Economics and any other subject.

The results also reveal a notable correlation between teachers' attitudes and student learning in Economics (indicated by an R-square value of 0.296 and a p-value of 0.00). This observation stems from the notion that teachers possessing the skill to employ diverse instructional methods during lesson delivery are more likely to achieve desired objectives and facilitate comprehensive understanding by students. According to Esu (2003), the inherent nature of teaching necessitates the use of various methods, emphasizing the importance of incorporating a variety of instructional approaches to cater for students' diverse learning styles. Specifically, in the context of Economics education, teachers are expected to demonstrate additional proficiency by being innovative and employing a range of methods in their instructional delivery. This diversity aims to keep students actively engaged, fostering a positive response and

encouraging them to apply economic knowledge proficiently. The perception that teachers can adapt appropriate methods to teach enhances student participation in the learning process. Given that learning is an active process, increased student involvement correlates with heightened learning outcomes and the development of a positive attitude toward the subject, promoting insightful application of acquired knowledge and skills.

The research also identified a notable correlation between teachers' qualifications and students' learning outcomes in Economics. This outcome finds support in the work of Omotoyo (2014), who examined the relationship between teacher qualifications and students' performance in senior secondary schools in Ondo State. Omotoyo's findings similarly suggested that the level of teachers' qualifications significantly impacted students' academic performance. However, it's important to note a contrasting viewpoint presented in a study by Kosgei, Mise, Odera, and Ayugi (2003), which aimed to establish the connection between teachers' qualifications and students' academic achievement. Their research found no significant relationship between teachers' qualifications and students' academic performance.

These study results underscore the importance of teachers earning the respect and confidence of their students through the demonstration of profound subject knowledge, high academic qualifications, and positive attitudes. Such competencies

play a pivotal role in enhancing students' attitudes toward their academic subjects, consequently contributing to improved academic achievements.

CONCLUSION AND RECOMMENDATIONS

The study established that teacher with attitudes such as motivating, accommodating, supporting, and caring for students, influence the students' learning of Economics. Students' sample test results show a positive relationship between their teachers' attitudes and students performance. The findings also showed that economics teachers' content knowledge, directly relates to students learning economics. Finally, the result of the survey of teachers' academic qualification influences students' performance in Economics.

The Ghana Education Service (GES) should include in their code of ethics behaviors that align with appropriate traits that enhance the teaching and learning of Economics at the senior high schools in Ghana. Also, school authorities, heads of institutions, departments, and curriculum developers should occasionally provide periodic and regular in-service training in methodology for Economics teachers. Lastly, the government and stakeholders in education should recruit teachers with prerequisite skills or a Bachelor of Education background and implement the necessary policies for teachers to continuously upgrade their qualifications and skills.

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REVUE INTERNATIONALE DE PÉDAGOGIE, DE POLITIQUE ET DE TIC DANS L'ÉDUCATION

APPEL À CONTRIBUTIONS

Le journal invite les articles qui traitent de la recherche, de la théorie ou de la pratique en matière de pédagogie, de politique linguistique et de TIC dans l'éducation. En plus des articles qui reflètent la nature multidisciplinaire des journal, nous serons également intéressés par l'utilisation de l'intelligence artificielle (IA) dans l'éducation et sa réglementation. L'appel est ouvert du 20 février au 30 septembre 2024. Les articles acceptés devraient être publiés au cours du dernier trimestre 2024. En fonction du taux de réponse, la publication pourrait intervenir plus tôt.

« Protocoles » de soumission

Exigences préliminaires : Tous les articles devraient avoir les sous-titres suivantes dans l'organisme comme principe d'organisation : sujet, résumé, problème, objectifs/but, questions ou hypothèses de recherche, importance de l'étude, méthodologie, résultats/résultats, discussion des résultats, conclusion et recommandations (peuvent inclure des suggestions pour des recherches postérieures poussées) et des références.

NB : Les articles qui ne tiennent pas compte de ces exigences préliminaires seraient supprimés, sans que d'autres mesures ne soient prises.

1. Une lettre doit accompagner chaque article. Il devrait inclure tous les noms des auteurs et leurs l'affiliation institutionnelle. La lettre d'accompagnement devrait avoir l'adresse courriel de l'auteur correspondant, à qui toute correspondance concernant l'article serait dirigée. L'adresse postale, à laquelle des copies du journal, après publication, seraient expédiées devrait également être fournie.

2. Tout effort doit être fait pour que le manuscrit lui-même ne contienne aucun indice des auteurs. La page de couverture doit contenir le titre du manuscrit, les noms et les adresses des auteurs.

3. Les manuscrits ne doivent pas dépasser 18 pages, y compris les références. Le résumé ne doit pas dépasser cent-cinquante (150) mots. Les scripts de type doivent être Times New Roman sur papier A4, à interligne double et tapé sur un seul côté, s'ils sont imprimés. Les pages doivent être numérotées. Environ cinq mots clés qui décrivent le mieux l'article doivent être fournis.

4. Les lettres adressées au Rédacteur en chef sont les bienvenues pour promouvoir l'interactivité et un débat sain sur les questions de l'IA. Ces lettres ne devraient pas dépasser 1000 mots. Ils doivent inclure le nom, les diplômes, l'affiliation institutionnelle et l'adresse de contact de tous les auteurs. Encore une fois, les lettres devraient utiliser des références pour renforcer les arguments avancés.

5. Les articles doivent être originaux, cohérents, logiques et dépourvus d'erreurs typographiques.

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