



Teachers' Effectiveness and Students' Academic Achievement in Tourism Studies in Junior Secondary Schools in Calabar Municipality, Cross River State, Nigeria

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ABSTRACT :

The purpose of this study was to investigate the impact of Teachers' Effectiveness and Students' Achievement in Tourism Studies in Calabar Municipality. Three null hypotheses guided the research. The relevant literatures were reviewed. Behavioral theory and learning theories were used as a theoretical framework. The study adopted the expo factor research design. The research instrument was a questionnaire, consisting of twenty items. A simple random sampling technique was used in selecting the respondents for the study. A sample of 300 respondents was used for the study. That was statistically analyzed using the Pearson product-moment correlation coefficient. The three hypotheses were tested at the 0.05 level of significance. The result of the findings revealed that teachers' effectiveness in lesson presentation, teachers' effectiveness in the use of instructional material, and teachers' classroom management style have a significant relationship with students' academic achievement in tourism studies. Based on these findings, it was recommended that teachers should improve their lesson delivery skills, gain mastery of the subject matter, speak in an audible tone that the students can hear and understand, explain concepts clearly, and avoid using ambiguous words in lesson presentation, as this will help to improve the level of academic achievement of students in tourism studies.

Keywords: Teacher's effectiveness, Students' achievement, Tourism studies

Introduction

Teaching is an act, and the quality of teaching depends on the interest, dedication, and devotion of the teacher towards the subject matter. The most critical element in the education process is the teacher who plans, organizes, designs, directs, motivates, and inspires others to learn using standard teaching techniques to impact knowledge (Okorocho and Onyeneke, 2013).

Discussion on teachers' education has tended to concern itself not with the general strengthening of power through scholarly studies but rather with improving the grasp of a particular subject to be taught and providing the teacher with practical experience in its classroom presentation.

The practicing teacher needs to be helped to relate his work suitably to the family of scholarly and research disciplines represented by the university at large. In this literature review, an attempt has been made on the concept of teaching and learning, evaluation of teacher effectiveness, teachers' selection and utilization of instructional material, and student relations. Other reviews are teachers' effectiveness in lesson presentation, teacher and teaching effectiveness, knowledge of the subject matter, effective classroom communication, and classroom management.

This review of the literature has given insight into the extent of research that has been carried out on the subject matter. However, the studies reviewed were mostly on specific aspects of teachers' effectiveness in relation to student achievement in tourism studies. This study will therefore seek to fill these gaps by considering three specific areas where teacher needs to become more effective and their impact on student achievement in tourism studies. This study will also serve as a solution to the dearth of information on the topic in the research areas. The knowledge gained from this literature review also aided the researcher in the construction of the instrument used for this study.

There are certain terms that require definition due to their specialized usage. These terms are.

Teacher effectiveness: This refers to the way and method a teacher applies their profession and is perceived by students. The rating of effectiveness is an evaluation process, including the selection and utilization of materials, the teacher-student relationship, lesson presentation, and knowledge of the subject matter.

Academic achievement: This refers to what is accomplished by students at the end of their tourism studies programme, based on examination

performance in junior secondary school.

Lesson presentation: This implies the way and manner teachers deliver their lessons to students in terms of audibility, use of teaching aids, explanation of concepts, etc.

Instructional materials: This refers to the use of charts, visual aids, textbooks, etc., to enhance classroom interaction.

Classroom management: It refers to the notion of student control and discipline. It includes all things teachers do in the classroom to foster students' cooperation and participation during class.

Municipality: Is a primarily urban political unit having corporate status and usually the power of self-government.

Aptitude: A natural ability to do something.

1.1 Purpose of the Study

The purpose of this study is to identify teachers' effectiveness and students' academic achievement in tourism studies:

1. The relationship between teachers' effectiveness in lesson preparation/ delivery and students' achievement in Tourism studies.
2. The relationship between teachers' utilization of instructional materials and students' achievement in Tourism studies. Teachers' classroom management style and academic achievement in Tourism studies.

1.2 Research Question

This study will be guided by the following questions.

1. Is there any relationship between the teacher's effectiveness in lesson preparation and students' achievement in Tourism?
2. How does the teacher's classroom management style affect students' performance in Tourism studies?
3. How does the teacher's classroom management style affect students' Tourism studies?

1.3 Hypothesis

1. There is no significant relationship between the teacher's effectiveness in lesson presentation and students' achievement in Tourism studies.
2. There is no significant relationship between teachers' use of instructional materials and students' performance in Tourism studies.
3. There is no significant relationship between the teacher's classroom management style and students' performance in Tourism studies.

1.4 Statement of the Problem

In spite of the huge investment made in teachers' education by the government, it is not able to achieve its objectives or yield expected results in Nigeria. Students' performance deteriorates yearly, and their morals swing in a downward trend. This sensitive and embarrassing situation is often attributed to teachers' failure to perform their respective duties. In most schools, teachers who are not specialists in tourism education were given or assigned to teach tourism studies; hence, a poor foundation, nonchalant approaches, and dislike of the subject are established. Consequently, poor lesson presentation, lack of adequate instructional materials, and poor classroom management are commonly characterized by teachers' attitudes to teaching tourism studies in most secondary schools. This has led to a decline in the performance of students in both internal and external exams.

1.5 Significance of the Study

It is expected that the findings of this study can be of immense benefit to education planners and policy makers, state governments, teachers, students, school administrators, and other stakeholders in Education. The work may serve to provide educational planners and policy makers with appropriate information and data relating to factors in the school environments that negatively impinge on teachers' effectiveness in teaching tourism. Such knowledge will constitute a variable guide in embarking on measures to be taken to improve tourism studies across public secondary schools. To the group, the findings of the study may help the State Government appreciate, particularly, the state secondary education board, which is in charge of employment and deployment of teachers, as they would know the caliber of teacher to be employed for the teaching of tourism studies. Also, it will serve as an impetus for accurate budgetary allocation to schools for the provision of instructional materials and other school resources that will improve student achievement in tourism studies. Teachers and students, on their part, may also benefit from this study. This is predicated on the fact that the availability of instructional materials in schools, effective classroom management, and passionate lesson presentation will positively impact students' general performance. To school administrators, this study may possibly reveal to them the role of effective monitoring and supervision of teachers to ensure they put in their best in teaching and impacting the students. This way, academic excellence in tourism studies will be achieved. Finally, the findings of the studies may serve as a source of knowledge, literature, and initiative to other researchers who may be curious to investigate more into the availability of resources in secondary schools

1.6 Assumption of the Study

In conducting this research, the following assumptions were made:

1. That the sample used is a significant representation of the entire population, hence a conclusion can be drawn.
2. That the respondents will give reliable and authentic data that will generate information for the research.
3. That the results obtained from the selected schools are true, reliable, and objective, and they reflect, to a reasonable extent. The situation in all the schools used for the research.

1.7 Scope of Study

The scope of the study is limited to schools in Calabar Municipality of Cross River State. Most schools are well-equipped in terms of human and material resources, while some are not. Therefore, the findings of this investigation cannot be generalized to other states. The size of the sample will be limited to 300 randomly selected from junior secondary JSS3 drawn from 10 secondary schools in Calabar Municipality to allow for convenience in data collection and analysis. Even though many factors are involved in the effectiveness of teaching in relation to student performance and achievement in tourism studies, for the purpose of this study, five of such variables have been selected for consideration.

These are teachers' effectiveness in evaluation practice, selection and utilization of instructional materials, interpersonal relationships, effectiveness in lesson presentation, and teacher knowledge of subject matter.

1.8 Theoretical Framework

Scholars over the years have employed various theories to explain social problems. Those theories provide a framework around which their ideas and knowledge about the study are organized, and through which facts are brought to light

The Behavioral Theory by Watson (1925) is an action, and for the observable actions that are committed to a method of service. This insists that the main independent and dependent variables that are dealt with should be observable and subject to test for the reliability of observation. Behaviorists generally believe that all behavior is experience-determined. The individual's unique genetic history and prior learning experience determine what is brought to a learning situation and what interacts with the stimulus variables, operating in a new situation. To behaviorists, the instructional method can do much to reduce individual variation in the outcome of instruction. They believe that the importance of individual "history" is a major factor in determining what is learned. This can be reduced as the instruction becomes more effective. This theory is related to this study because learning is a change in behaviour, and for the student to achieve, there must be a positive change in behaviour, which cannot happen without the teacher's effectiveness. The teacher should employ the available resources within their reach in order to achieve positive, permanent change of behavior among students.

The Learning Theory by Thorndike (1913), Thorndike, the educationist, emphasizes trial and error as the means of solving problems. In this respect, it differs from those who emphasized insight. Trial and error learning, as conceived by Thorndike, was explained through the gradual increase in the efficiency of "a cat finding its way out of a puzzle box." This study also deals with how individuals grow and learn. Educational psychologists all work from some personal perspective with the hope of providing prospective for teachers with the strategies they can use in the classroom.

Skinner (1938), in this experiment with a pigeon, was concerned with overt peripheral muscular responses, habit formation, intervening variables, and trial-and-error approaches to problem solving. This theory shows a relation to this study because tourism studies deal with hospitality, management of cultural heritage, economic development of a nation, creation of job opportunities, and human skill acquisition. Hence, the effectiveness of teachers in introducing concrete and abstract problems to student and their ability to respond will lead to student achievement, which can lead to a location becoming a national or international tourist attraction center.

1.9 Empirical Framework

Teacher's Effectiveness in Lesson Presentation and Students' Achievement in Tourism Studies.

This implies that teachers' utilization of relevant and appropriate instructional materials has a statistically significant effect on students' effectiveness in tourism studies. This is in line with recent studies (Agharuwhe, 2009; Odunsanya, 2010), which laid emphasis on the use of appropriate and relevant instructional materials during classes. They conclude that the use of instructional materials becomes crystal clear when one is aware of the fact that learners acquire information through the five senses, so it is clear what is being displaced to facilitate learning. Both teaching and learning depend on teachers. Also, the lesson presentation should involve simultaneous variation of several activities. Thus, one method of implementing instructional strategies in lesson presentation is different but is all tailored to meet the specific needs of students, by which the general objective, guidelines proffered by the curriculum can be achieved (Allen, 2014).

No wonder a teacher with content knowledge has been conceptualized as one who produces desired results in the course of his duties as a teacher. Natasi = and Clements (2015) in research on good teaching does matter of 108 secondary school students, a study of students' achievements and teachers' effectiveness, providing convincing evidence that teachers do make a difference and that the effects of good teaching are long-lived.

Dallas and Boston (2012) in their finding revealed that, whatever the background or disadvantages, students taught by effective lesson preparation achieve substantially larger gains than students taught by teachers who present lessons fairly or poorly. The basic problem in instructional technique is selection or decision-making. Proper decision-making requires good

Diagnosis. Harris, Sass, & Semykina (2010) opine that without adequate diagnosis of student needs, teacher tends to teach everything in the same way to everybody, and as a result, their teaching becomes boring, frustrating, unsatisfactory, and unsuccessful. In other words, the kind of instructional strategy a teacher uses in lesson presentation depends on a number of factors: the retention capacity, the concentration capacity, the environment, students' aptitude, etc. This must be taken into consideration if student achievement in tourism studies is the goal of the teacher.

Agbaruwe& Nkechi (2009) highlight some of the factors affecting lesson preparation, the teacher, the student, the climate in the classroom, and even the number of students within the class, as well as the time and seating. They also noted instructional strategies are employed by different teacher in their lesson presentation. Each strategy involves teacher direction of students' thinking processes. Yet all teaching strategies have some common elements. They involve preparation on the part of the teacher. No matter the strategies adopted by teachers, the concern should be getting all the students motivated, setting up a learning experience, and conducting some assessment to see if the students have gained an understanding of a skill or value.

Harris, Ingle, & Ruledge (2014) opined that little guidance is available from research in choosing teaching methods to use with college students. A few well-known instructional techniques widely recommended for effective lessons are questioning, discussion, lecturing, inquiring, and panel discussion. The whole activity of the teacher in lesson presentation is centered on learning techniques rather than subject knowledge. Adeyemo (2016) opined that among the available techniques, the technique of questioning is a reliable means of gauging the knowledge and capability level of the students. They went on saying it is also a way of stimulating them and keeping students alert in the process of teaching. This strategy can be very effective in lesson presentation, because through questioning, the hidden mind can be manifested so that misconceptions can be clarified.

For teachers' effectiveness to be felt in lesson presentation, there is a very big need for the type of instruction approach to tourism studies teaching to be reinforced by the national policy on education (FRN 2014), which emphasizes "child-centered and practice of self-learning to raise a generation of people who can think for themselves". Rice (2010) asserts that the teaching techniques a teacher may use for effective lesson presentation to encourage discovery include problem solving, case study simulations, games, and role playing, among others.

Wathore (2012) highlights that if teachers want student to improve their thinking skills, they must present lessons in a participatory manner and directly utilize strategies appropriate for achieving stated objectives. One of the strategies is the appropriate use of questions that can create an effective and powerful learning environment in order for effective lesson presentation and delivery. This helps to raise the creative and reasonable ability of the students, which tends to raise their academic achievement through good grades in the subject taught.

Teacher's Use of Instructional Materials and Students' Achievement in Tourism

Generally, it is assumed and expected that the teacher must acquire a reasonable measure of knowledge of the subject to reasonably cope with the demands of teaching. Knowledge is dynamic, and the acquisition of current information is sometimes costly and not easy to come by. The Encyclopedia of Education (2003) recognized this fact when the writer recommended a better grasp of the subject. By this statement, the author recognizes that college work serves to equip would-be teachers with sufficient knowledge of the content of tourist studies; thus, the question in this regard could be: "To what extent does college work equip teachers for teaching in school?"

The Nigerian school system has been bedeviled by teachers' strikes, forced holidays, and very short study periods, among other problems. Teachers' preparation in knowledge and relevant content, and they still desired to learn more. Tsui and Clarg (2012) posited that teacher effectiveness includes three domains of subject competencies. One of these is the cognition, where teachers build a reservoir of knowledge of subject matter and skills for the importance of the content of students. Lack of teachers' education and poor knowledge of subject matter on the part of the teacher affect the use of the right principles, techniques, and terminology in teaching effectively. Walter (2010) opined that teachers' understanding of subject matter is basic to effective teaching. The teaching education curriculum should contain a high percentage of knowledge of subject matter, which the teacher is supposed to teach.

The application of instructional materials in classroom interaction is to promote learning effectively, i.e., by improving the quality of teaching and learning (Okobia, 2011). To make learning more effective, instructional materials are used to simplify teachers' teaching performance. The main purpose of the use of instructional media during classroom interaction is to improve the quality of teaching and learning. Instructional resources, which are educational inputs, are imperative in the teaching of any skill-based subject aimed at imparting entrepreneurial skills in the school curriculum. The use of instructional material would make discovered information stick firmly to the memory of the student (Okobia, 2011). Wathore (2012) maintained that an adequately planned and ingenious use of visual aids in lessons would do much to drive out apathy, complement, and feelings of inadequacy in students, as it would give them something realistic to relate to. For instance, pictures of tourist sites, marketplaces, railway stations, and airports, etc., which cannot be brought to the classroom for teaching and learning, can be explained through the use of instructional resources. Thus, through the use of pictorial and media instructional resources, teachers can use picture models to depict everything that cannot be brought to the classroom to teach a lesson. Anaduaka& Okafor (2013) maintained that the use of instructional resources is key to achieving academic excellence among students; more so,

the use of instructional resources will help teachers overcome physical difficulties that hinder effective presentation of lessons in a given topic, especially in tourism studies. (FRN, 2013) emphasizes and highlights, thus.

- I. To effectively use strategic planning to improve the quality of education provision and service delivery.
- II. To improve teacher quality through professionalizing the teaching profession in Nigeria and offering other incentives for teachers.
- III. To obtain information in respect of the challenge experienced by teachers in the school, as well as provide solutions through the use of instructional resources for better performance of students.
- IV. To disseminate information about instructional materials to equal the effective teaching method and good practice.

Teacher's Effective Classroom Management and Student Achievement in Tourism Studies.

Classroom management has been highlighted across numerous research studies as a major variable that affects student academic performance. The most obvious reason for this assertion is that effective classroom management sets the stage for teaching and learning. It sets a tone in the classroom that captures students' attention as a necessity for effective teaching and learning. This statement is obvious since a classroom that is chaotic and disorganized as a result of poor classroom management is highly unlikely to enhance expensive learning and students' academic performance and might, indeed, inhibit it in chaos, according to very little academic learning can take place (Waluyo, 2009). According to Walter (2010), classroom management differs from one teacher to another because of the teacher's personality, teaching style, preparedness, and number of students in the classroom.

According to Umoren (2012), the concept of classroom management is broadened to include the notion of student control and discipline; it includes all the things teachers do in the classroom activities to create a conducive learning environment. Morse (2015) relates that classroom management involves curtailing learners' disruptive behaviors such as fighting and noise making, close observation, and arrangement of the classroom. Learning materials, and students who suffer from poor sight (vision), poor reading, poor writing, poor spelling, shame, dullness, hyperactivity, and poor study habits.

When classroom arrangement is viewed in a more holistic and wider sense, incorporating every element of the classroom from lesson delivery to classroom environment becomes important. Therefore, creating an organized and orderly classroom, establishing expectations, including students' cooperation in learning tasks, and dealing with the procedural demands of the classroom is a part of classroom management (Nicholas, 2009). This view of classroom management which is concerned with just discipline and control (Nicholas, 2009). According to Bassey (2015), the wider views of classroom management show increased engagement, reduction in inappropriate and disruptive behavior, promotion of student responsibility for academic work, and improved academic performance of students.

An analysis of the past 50 years of classroom management research identified classroom management as the most important factor, even above students' aptitude, affecting student learning and academic performance (Wang, 2011). Contrary to popular belief held by Pandey (2009), classroom management is not a gift bestowed upon some teachers, while it is true that some teacher adapts to classroom management easily, making it feel to their colleagues as if the process involves some innate talents. Classroom management is a skill that can be acquired like any other profession. It's a skill that must be practiced to achieve proficiency. Classroom management thus requires specific skills, such as planning and organizing, as well as an aptitude for teamwork. It requires a great deal of commitment, initiative, the teacher's willingness to adjust, creative thinking, and action. (Abel, 2013), for classroom management to be effective, there is a need for instructional supervision. Instructional supervision involves moving around the classroom to observe students closely, engaging students in academic activities, asking questions, and employing both verbal and non-verbal teaching methods to ensure that students are paying undivided attention and taking more from the lesson than simple facts (Obot, 2011).

According to Nima (2009), in order for classroom management to be effective, there is need for delegation of authority to learners as a technique of maintaining order in the classroom and creating an effective atmosphere for learning to take place.

Oweye (2011) maintained that in classroom management, communication is more central. For individuals or organizations to succeed, there must be communication of intent and social interaction, as interaction cannot take place unless there is effective communication. Effective communication implies creating understanding in person through participation. Thus, communication is achieved when meaning or understanding is created in the minds of the students during tourism studies.

Ntai (2011) opined that there is hardly a class in which the teacher does not, in one way or another, communicate with the learners. For students to accurately carry out tasks and assignments, the teacher must communicate effectively the desired learning experience to the learners. Where this is lacking, learning might not be facilitated. He maintained that communication is a systematic process for achieving student achievement. Rockoff, Staiger, Kane, & Taylor (2010) identified a number of stages involved in effective communication applied to classroom management. He may summarize the state as follows;

1. The message, the curriculum, or topic originates in the mind of the curriculum designer who conceives what planned experiences are desired for the class.
2. The message is encoded by the teacher and put into the lesson plan.
3. The lesson is transmitted to the student through a well-articulated method, either through discussion or demonstration.
4. Student (the receiver) decodes the message by trying to make meaning out of what has been communicated. Sometimes, he/she puts the message in his own language or medium of understanding.

5. Based on this understanding, he reacts and sends back a reply or feedback to the sender to enable him to know whether the message has been fully grasped. Such feedback may be in the form of oral, written, examination, or assignment.

Inyang-abia (2014) posited that communication could take the form of sound, picture, eye contact, gesture, or symbols. This could be modified to come up with three dimensions of communication, namely, oral, written, and symbolic. Oral communication takes the form of lectures, explanations, discussions, recitals, and the like. Johnson (2018) calls this type of communication physiological. Ntai (2011) wrote that this aspect of communication enhances the projection of the teacher's voice to the student during lectures.

Morse (2015) asserts that written communication took the form of chalkboard sketches, textbooks, visual aids, and other written materials. The use of chalkboards is still indispensable, particularly in developing countries. Planked board is today not widely used in Nigerian schools, but they were very useful tools for the display of pictures and other written materials in the 1960s.

Symbolic communication is through gesture, eye contact, hands, and body movement. This is used for dramatic presentation of lessons and could be classified under what Morse (2015) called "Teaching as a performance Art."

An organization might have put down a wonderful plan of action, had good quality men, sufficient money in the form of capital, acquire the right materials and equipment, but if it was not blessed with good managers, the business would collapse. This situation could be compared to a school or a class where the teacher had a good curriculum and all the material needed, but could not manage his/her class. The result would be chaotic and a total loss of effectiveness of the teaching learning activity (Diamond 2012). Obot (2011) considers teaching effectiveness as a function of an effective thinker with a strong internal focus of control. What made the class is its environment, and the environment is made up of those elements that influence student performance. Within the classroom environment are the curriculum, the teachers, the learners, and the materials used for the teaching/ learning activities. These elements are the products of the total school environment, and their effectiveness aids student quality achievement in their studies.

Brand (2010) agreed that the curriculum, the teacher, and the pupil were all elements of the school environment. One is influenced by the other. The pupils' progress and development are contingent on the total school and classroom environment, and this also influences the attitude and achievement. In a study of students in Oyo state, Olatunji (2016) examined how the environment talked and the development of cognitive ability of pupils. This study supported findings by psychologists that children raised in a conducive environment talked and learned faster. Odunsanya (2010) also found that the region of employment and environment had a significant effect on employees' perception of work competencies. Teacher who lives in challenging and highly competitive environments tend to set higher goals and life ambitions and work harder to attain these goals. They work hard in their studies and improve their classroom management skills and styles.

2.0 Research Methodology

This chapter describes the procedure used in carrying out this study. Procedure for data preparation and scoring. The research design that was used for this study is the ex-post facto design, which, according to Kerlinger (1986), is a systematic empirical enquiry in which the researcher does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulable. This implies that the design only describes the findings and interpretation of what is already in existence. It is equally concerned with studying the conditions or relationships that exist. The researcher collected and analyzed data on student achievement scores as they exist in junior secondary schools in Calabar Municipality and how they showed their correlation with teachers' effectiveness in lesson presentation, use of instructional materials, and classroom management. The findings from the studied sample will be used to make inferences about the study population.

The research area for this study is Calabar Municipality, one of the eighteen Local Government Areas of Cross River State, Nigeria. The name "Calabar" was first applied to Cross River State in a Dutch map of the 17th century. In 1976, Calabar assumed a Municipality land work area of about 8000 square kilometers and a population estimated by the census (NPC, 2006). However, the present Calabar Municipality is made up of the indigenous ethnic communities, namely Qua, Efut, and Efik. It is also made up of fourteen (14) clans and one hundred and forty-seven (147) villages. The Efik embraced Western culture; they carried out successful trade with early Europeans. Calabar Municipality lies between latitude 5.145 degrees north and latitude 8.15 and 8.25 degrees east. In the north, the Municipality is bounded by Akamkpa Local Government to the south of Calabar South Local Government Area and to the north by the Odukpani Local Government Area. It is a coastal town within the tropical region. A greater number of its population or inhabitants are civil servants, merchants, businessmen, traders, farmers, and fishermen. Common languages spoken are Efik and English. The majority of the residents are Christian, while a tiny fraction is of the Islamic and traditional religions. The city has a rich cultural and social life. They are well known for hospitality and tourism, with some major designated tourist areas that attract visitors from all spheres of life. The tourist area includes but is not limited to Tinapa resort, Calipharm, Calabar garment factory, Calabar beach, etc.

The population was made up of 2,897 JSS III students in 24 schools under the state Secondary Education Board (SSEB) in the local government, consisting of 9 public secondary schools and private secondary schools. However, the population of the research work consists of three hundred (300) selected junior secondary school students of 2018 enrollment from 9 public secondary schools in the Calabar Municipality area of Cross River State

(Ministry of Education, 2018).

The study adopted a simple random sampling technique. Isangedigi (2014) opined that the simple random sampling technique is a means by which researchers give every member of his/her population an equal and independent opportunity of being selected. The main purpose of using the simple random sampling technique is to compose a sample that will yield research data that can be generalized to the entire population.

The technique employed by the researcher is the balloting method. Here, the researcher wrote from one to sixty on slips of paper, rolled each slip into a paper

Ball, mixed the ball into a container, and required the student to pick. In each of the nine sampled school, the technique was applied and the required number of students was picked. Thus, through this technique, 300 students were drawn to constitute the sample size as shown in Table 1.

Table 1. Population distribution by school of JSS 3 tourism students and teachers in Calabar Municipality.

School	No. of JSS3 Teachers	No. of JSS3 Students
Margaret Ekpo Secondary School, IBB	1	40
Government Girls Secondary, Nyanghasang	1	40
Government Girls Secondary, Big Qua	1	32
Government Secondary School, Akim	1	30
Army Day Secondary School, Ikot Ansa	1	30
Government College, Ikot Ansa	1	30
Estate Secondary School, Ikot Ansa	1	30
Government Secondary School, Nasarawa	1	36
Government Girls College (Ikot EffangaMkpa)	1	30
Total	9	300

The researcher's subject in the study consisted of 300 students drawn from 9 selected secondary schools in Calabar Municipality. Various students in Tourism studies were selected using simple random sampling in each of the schools. The choice of JSS III is considered because it is an examination class, whereby full attention is always given by teachers through extra-moral classes.

Instrumentation

The research instrument that is used in this study is classified into two types: questionnaire (Teaching effectiveness questionnaire) and tourism studies achievement scores.

The TEQ is divided into two parts: Part One (1) and Part Two (2). Part One contained information on personal data, while Part Two contains items of ranking teachers' effectiveness in lesson presentation (5 items), selection and utilization of Instructional materials (5 items), and classroom management (5 items). Each item on the scale requires student to indicate their assessment regarding a particular statement about their teacher and the teaching of tourism studies.

These items contained a mixture of positive and negative items to add variety to the scale and reduce the students' tendency to respond only to the positive. The rating scale of strongly agree, agree, disagree, and strongly disagree was used, and weight was assigned in response to options. The ranking of 1 was given to the response strongly disagreed (SD), and the ranking of 4 to the response " strongly agree (SA)

Validation of the Instrument

To establish the face and content validity of the instruments, items were developed after an in-depth review of theoretical and empirical literature by the researcher. The instruments were given to two experts in measurement and evaluation in the Faculty of Education, University of Calabar. This was to ascertain that the items measure what they intended to measure.

The experts scrutinized research instruments, eliminating vague and ambiguous items, and the researcher replaced them with more appropriate ones. The instruments were then certified to be valid by the supervisors and the measurement and evaluation experts before the researcher proceeded with a trial test to establish the reliability of the instruments.

Procedure for Data Collection

The questionnaire was the main instrument for data collection, and it was administered in each of the sampled secondary schools in Calabar Municipality Local Government Area.

The respondents were informed of the exercise and the essence of giving objective responses to the items. They were also told to be honest and objective in their response, as information obtained would be treated with the utmost confidentiality and used as data for the research work only.

The questionnaire was administered personally by the researcher with the help of a teacher. Three hundred questionnaires were completed and retrieved from the ten sampled secondary schools.

Procedure for Data Preparation and Scoring

To ease the process of data preparation, each copy of the questionnaire was assigned a numerical value for each respondent. A key was developed that served as a guide for coding the data collected from the research instrument. The available student scores obtained from the exams and records of the 9 schools for the 300 students were correlated with responses of the students on the items on the teachers' Effectiveness questionnaire (TEQ). The items on the questionnaires were coded on a modified four-point Likert scale of

Strongly agreed (4), Agreed (3), Disagreed (2), strongly disagreed (1) for positively worded items. Negatively worded items were scored in reverse order.

Procedures for Data Analysis

The method of data analysis is Pearson product-moment correlation, which tests the relationship between two quantitative variables. Each hypothesis of the study was tested using this method at a 0.5 level of significance with three degrees of freedom.

Hypothesis one

There is no significance between teachers' effectiveness in lesson presentation and students' achievement in tourism studies.

Independent variable: Teachers' effectiveness in lesson presentation

Dependent variable: Students' performance

Test statistic: Pearson product-moment correlation

Hypothesis two

There is no significant relationship between teachers' use of instructional materials and students' studies in tourism.

Independent variables: Teacher use of materials

Test statistic: Pearson product-moment correlation

Hypothesis three

There is no relationship between the teacher's classroom management and students' performance in tourism studies.

Independent variables: Teachers' classroom management

Dependent variable: Student performance

Test statistic: Pearson product-moment correlation.

3.0 Results and Discussion

This chapter presents the analysis of the data gathered for the purpose of testing the null hypothesis formulated for the study. The presentation is done under the subheadings;

- General description of research variables
- Presentation of results
- Discussion of findings

General Description of Research Variable

The study examined teachers' effectiveness and students' achievement in tourism studies in junior secondary schools in Calabar Municipality Local Government Area of Cross River State, Nigeria. The independent variable was teachers' effectiveness. The sub-variables of the teacher's effectiveness examined were lesson presentation, instructional materials, and classroom management styles. The dependent variable was student achievement, seen in the aspect of students' evaluation based on the previous term tourism studies achievement score of the participants, which was set and marked by the teachers in the various schools sampled. The score was taken from the examination/record unit of the schools and used for comparison. Data on the variables were collected with a validated teacher's effectiveness questionnaire (TEQ) and student scores in tourism studies obtained from the exams/ records unit of the schools. The teacher's effectiveness questionnaire was used by the researcher to ascertain the level of teachers' use of each of the studied variables in the subject schools. The teacher effectiveness questionnaire was administered to students randomly selected in each of the public secondary schools in Calabar Municipality to assess tourism teachers' effectiveness. Thus, a total of 300 students were drawn from a population of 1766 students. The mean ($\bar{x}$) and standard deviation (SD) of the major research variables were calculated from the data as shown in Table 2 below:

Table 2: Summary of the descriptive statistics of the research variable (N=300)

Variables	No. of items	X	SD
Lesson presentation	5	33.37	2.44
Instructional materials	5	26.06	3.72
Classroom management style	5	24.87	4.08

Each of the sub-scales of the independent variable was measured with 6 items on a modified Likert 4-point scale. The highest obtained score is 20, while the lowest obtained score in a sub-scale is 6. The highest obtained mean is 33.37, which is the mean score for items that measure lesson presentation, while the lowest obtained score is 24.87, which is the mean score for items that measure classroom management. All the mean values were seen to be close to the highest obtained mean score, which is 20. This showed that the respondents are more positive in their responses to the questionnaire items. The standard deviations are seen to be relatively low, indicating low deviations of the scores obtained by the respondents. This showed consistency of their responses to the questionnaire items.

Hypothesis One

There is no significant relationship between teachers' effectiveness was in lesson presentation and student achievement score. The independent variable was teachers' effectiveness in lesson presentation.

Table 3: Pearson correlation for teacher effectiveness in lesson presentation and students' achievement in tourism studies.

Variables	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-cal
Teachers' effectiveness in lesson presentation	300	2733		
Students' academic achievement	1893	8449	7617	0.77

$P < 0.05$, $df = 298$, $r\text{-critical} = 0.139$

From the analysis of the table above, the calculated r-value is 0.77 using 298 degrees of freedom at a 0.05 level of significance, while the critical r-

value is 0.139. therefore, since the calculated value of 0.77 is greater than the critical r-value of 0.139, the null hypothesis which states that there is no significant relationship between teachers' effectiveness in lesson presentation and student achievement score rejected, while the alternate hypothesis, which states that there is a significant relationship between teachers' effectiveness in lesson presentation and student achievement score, is therefore accepted.

Hypothesis Two

There is no significant relationship between teachers' effectiveness in instructional materials and student achievement scores. The independent variable was teachers' effectiveness in the use of instructional material, while the dependent variable was the student achievement score in tourism studies.

Table 4: Pearson correlation for teachers' effectiveness in instructional materials and students' achievement in tourism studies

Variables	$\sum x$	$\sum x^2$	$\sum xy$	r-cal
	$\sum y$	$\sum y^2$		
The teacher's effectiveness in lesson presentation	300	2733		
Student's academic achievement	1893	7617	0.77	

$P < 0.05$, $df = 298$, $r\text{-critical} = 0.139$

From the analysis of Table 4 above, the calculated r-value is -0.67 using 298 degrees of freedom at a 0.05 level of significance, while the critical r-value is 0.139. Therefore, since the calculated value of 0.67 is greater than the critical r-value of 0.139, the null hypothesis which states that there is no significant relationship between teachers' effectiveness in the utilization of instructional materials and student achievement, is rejected while the alternate hypothesis which states that there is a significant relationship between teachers' effectiveness in instructional material and student achievement is therefore accepted.

Hypothesis three

There is no significant difference between teachers' effectiveness in classroom management and student academic achievement scores. The independent variable was teachers' effectiveness in classroom management, while the dependent variable was the students' academic scores in tourism studies.

Table 5: Pearson correlation for teachers' effectiveness in classroom management and students' achievement in tourism studies

Variables	$\sum x$	$\sum x^2$	$\sum xy$	r-cal
	$\sum y$	$\sum y^2$		
Instructional material	300	2733		
Student's academic achievement	1893	8449	8489	0.88

$P < 0.05$, $df = 298$, $r\text{-critical} = 0.139$

From the analysis of Table 5 above, the calculated r-value is -0.88 using 298 degrees of freedom at a 0.05 level of significance, while the critical r-value is 0.139. Therefore, since the calculated value of 0.88 is greater than the critical r-value of 0.139, the null hypothesis, which state that there is no significant relationship between teachers' effectiveness in classroom management and student achievement is rejected, while the alternate hypothesis, which states that there is a significant relationship between teachers' effectiveness in classroom management and student academic achievement is therefore accepted.

3.0 Discussion of Findings

Hypothesis one

Teachers' effectiveness in lesson presentation and student academic achievement

Results of hypothesis one revealed that there is a significant relationship between teachers' effectiveness in lesson presentation and student achievement. The result of the analysis shows a strong positive relationship. This finding is in agreement with the views of Natasi and Clements (2015) in research on Does Good Teaching Matter, a study of 108 secondary school students, studies of students' achievement and teachers' effectiveness provided convincing evidence that teachers do make a difference and that the effect of good teachers is long-lived. Also, Dellas and Boston (2012) in their finding revealed that, whatever the background or disadvantages, students taught by effective lesson preparation achieve substantially larger gains than students taught by teachers who present lessons fairly or poorly. Contrary to the findings of this study, Blankstein (1996) asserted that students' grades and test scores do not reflect the quality of instruction because teachers' input is the only factor that influences students' academic achievement in schools. In the same vein, Joshua, Joshua & Kritonsi (2006) posited that teachers condemned the use of student scores to evaluate their effectiveness and performance. Towards this end, Starr (2002) identified peer influence, race, ethnicity, gender, motivation, income, intellectual aptitude of the student, self-confidence, previous instructional quality received by the student, household environment, and parental education as student-related factors that influence the academic achievement of students to further support this view.

Hypothesis Two

Teacher Effectiveness in Instructional Materials and Students' Academic Achievement

The result with respect to hypothesis two shows there is a significant relationship between teachers' effectiveness in instructional materials and students' achievement. The correlation coefficient of the analysis shows evidence for the existence of a strong positive relationship between the independent variable and the dependent variable. This finding is in agreement with the application of instructional materials in classroom interaction, which is to promote learning effectively, i.e., by improving the quality of teaching and learning (Okobia, 2011). To make learning more effective, instructional materials are used to simplify teachers' teaching performance. The main purpose of the use of instructional media during classroom interaction is to improve the quality of teaching and learning. Instructional resources, which are educational input, are imperative in the teaching of any skill-based subject aimed at imparting entrepreneurial skills in the school curriculum. The use of instructional material would make discovered information stick firmly in the memory of students (Okobia, 2011). Wathore (2012) maintained that an adequately planned and ingenious use of visual aids in lessons would do much to drive out apathy, complement, and feelings of inadequacy from students, as it would give them something realistic to relate to. For instance, pictures of tourist sites. Places like market, rail way station, and airport, etc., which cannot be brought to the classroom for teaching and learning, can be explained through the use of instructional resources. Teachers can use pictures and models to depict everything that cannot be brought to the classroom to teach a lesson.

Hypothesis Three

Teachers' Effectiveness in Classroom Management and Student Achievement

Result in respect to hypothesis three shows that there is a significant relationship between teachers' effectiveness in classroom management and student achievement. The correlation coefficient of the analysis shows the existence of a strong positive relationship between the independent and dependent variables. This finding is in line with that of Wang (2011), who maintained that, above students' aptitude, one factor that influences student achievement or performance is classroom management. He posited that students find it difficult to understand lessons taught in a situation where their numbers outweigh the class. The teachers cannot effectively control and address specific needs in a class. The teacher cannot effectively control and attend to specific needs in a large class (wang, 2011). Owoeyo(2011) reported that teachers must be highly skilled in working with students to develop a true understanding of concepts during instruction. He also maintained that the relationship between teachers' effectiveness and student achievement is many times greater than any other commonly observed variance and that teachers who possess classroom management skills tend to perform more than those who do not. According to Darling-Hammond (1992), fully prepared teachers are more effective in classroom management, and their students demonstrate larger achievement gains than those students whose teachers are less effective. From this assertion, an effective teacher is expected to possess almost all these features or variables as mentioned in this study. Also, Wenglinsky (2000) found that students' achievement increases when they have teachers who are trained in developing higher-order thinking skills, who are skilled at implementing hands-on experiences in the classroom, and who are trained to work with a special population.

4. Summary of the Study

The study was carried out to investigate the teachers' effectiveness and student achievement in tourism studies in Calabar Municipality Local Government Area, Cross River State. The study adopted an ex post facto research design. The specific aims of this study were to find out the relationship between teachers' effectiveness in lesson presentation and student achievement in tourism studies, teachers' effectiveness in the utilization of instructional materials and students' achievement in tourism studies, and teachers' effectiveness in classroom management and students' achievement in tourism studies. To accomplish these aims, three research questions were raised and three hypotheses were formulated to guide the study.

The population of the study was nine public secondary schools in Calabar municipality. Using a simple sampling technique, 300 students were selected to constitute the sample size. The instruments were validated by the supervisor and two experts in measurement and evaluation in the faculty of education,

University of Calabar. The trial test of TEQ was carried out using Cronbach's Alpha. The reliability was established at a coefficient ranging from 0.80 to 0.93. The coefficients were considered adequate and indicated that the instrument was reliable for the study. The instruments were all retrieved after being correctly completed by the respondents. Student achievement test for the school is involved. Data collected were analyzed using mean scores and Pearson product-moment correlation analysis. The findings of these data revealed that there is a significant relationship between teachers' effectiveness in lesson presentation and students' academic achievement in tourism studies, utilization of instructional materials, and students' achievement in tourism studies.

5. Conclusion and Recommendations

From the findings of this study with respect to the study objectives, it was concluded that students' achievement in tourism studies is related to teachers' effectiveness. Thus, the academic achievement of students in tourism studies is dependent upon the level of teachers' effectiveness in lesson presentation, the teachers' effectiveness in the use of instructional materials, and the indispensable skills of teachers in classroom management.

Recommendations

Based on the findings of the study, the following recommendations were made;

1. Teachers should improve their lesson delivery skills, gain mastery of the subject matter, speak in an audible tone that the students can hear and understand, explain concepts clearly, and avoid using ambiguous words in lesson presentation, as this is in tourism studies.
2. The Ministry of Education and principals of schools should make provision for and ensure teachers' regular use of instructional materials. This should be followed with regular monitoring and supervision of teachers to keep them always at their best for maximum teacher effectiveness.
3. Teachers' preparation programmes should be expanded; thus, teachers should be encouraged to acquire equitable classroom management skills to help.

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