

## **PROFICIENCY DEVELOPMENT NEEDS OF TEACHERS FOR EFFECTIVE IMPLEMENTATION OF SENIOR SECONDARY SCHOOLS ECONOMICS CURRICULUM IN ABIA STATE**

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### **Abstract**

The study examined the proficiency development needs of teachers for effective implementation of senior secondary schools Economics curriculum in Abia State. The study was guided by three research questions and three corresponding null hypotheses which were formulated and tested at 0.05 level of significance. The study adopted descriptive survey research design. The population of the study was 221 comprising 88 Economics teachers in urban and 133 Economics teachers in rural area. The sample of 177 Economics teachers was used in the study. This comprised 68 Economics teachers in urban and 109 Economics teachers in rural area selected using proportionate stratified random sampling technique for adequate representation. The instrument for data collection was a researcher developed questionnaire titled: "Economics Teachers' Proficiency Development Needs Questionnaire (ETPDNQ)". The instrument was validated by three experts. The reliability of the instrument was 0.73 tested using Cronbach Alpha statistic. The data collected were analyzed using Mean, Standard Deviation, Improvement Needed Index (INI) to answer the research questions while t-test was used to test the hypotheses at 0.05 level of significance. The result of the data analyses revealed among others that: teachers need proficiency development in instructional planning, organization of instructions and instructional contents delivery for effective implementation of senior secondary schools Economics curriculum in Abia State. Based on the findings of this

study, it was therefore recommended that Government of Abia State should encourage and provide teachers with the needed support to participate in development programme so as to enhance their proficiency development needs in instructional planning, organization of instructions and instructional contents delivery and as well to keep them abreast with the current trends in instructional practices for effective implementation of senior secondary schools Economics curriculum.

**Keywords:** Proficiency Development, Teachers, Curriculum implementation, Improvement Needs, Economics

## Introduction

Education is a veritable instrument for the development of both the individuals and the state. Throughout the ages, education (whether formal or informal) has been recognized as a tool for individual and societal transformation. It involves the transmission of worthwhile value such as knowledge, skills and planned activities that can develop learners' potential for national development. This is the main reason why many societies continuously strive to bequeath upon its successive generations education that is not only qualitative but functional (Ochoyi & Danladi in Boma, William & Dagogo, 2018).

In pursuance of the goals and benefits of education, curriculum is developed in different subject areas in every school system and in the various educational levels including secondary education. However, secondary education is the form of education which learners receive after primary education and before the tertiary education level (Federal Republic of Nigeria FRN, 2014). It is the bridge between the primary and tertiary education. In Nigeria, secondary education is structured for six years, which is 3 years of upper basic (junior secondary) and another 3 years of Post basic level (senior secondary class) with the aims of preparing the individuals for useful living within the society and for higher education (FRN, 2014). The

underlining principle here is that the secondary schools should be able to provide quality education to all who can benefit from it, and from the available curriculum.

Curriculum is described as a well-defined and prescribed programme of studies, which the learners must fulfil in order to pass a certain academic level of education. It is also conceptualized as learning activities that make up a particular subject matter (Ali & Ajibola, 2015). However, if the planned curriculum is not implemented well, all efforts put together in the planning of the curriculum are in futility. Therefore, implementation as explained by Olaitan in Patiko and Nana (2020) is a process, technique or means of extending the content of what is planned for the learner while curriculum implementation can be described as the actual use of the planned curriculum or document in the classroom. This implies that putting the document of the curriculum into practice (Onyemerekeya, 2013).

The teacher is the principal actor in the implementation of policies and procedures in the educational process (Federal Republic of Nigeria, 2014). It is the teacher who translates the nation educational goals and objectives into meaningful reality through the inculcation of worthwhile values, knowledge and skills to the learners (Mgbodile, 2015). A teacher according to Miller, Bakare and Ikatule in Patiko and Nana (2020) is an individual who is trained in pedagogy and technical area of a particular subject to impart knowledge, skill and attitudes to the learners in an institution or school system.

Recognising the role of teachers as the implementers of any educational policy document, Ukeje in Ebiringa (2012) maintained that “education may unlock the door to modernization but it is the teacher who holds the key”. It was also stated in the National Policy on Education that no “nation can rise above the quality of its teachers” ( , FGN, 2014). Thus, it is the teacher who determines what happens in the classroom, Economics classroom inclusive where Economics as a subject is taught.

Economics according to Robbins in Okeke (2015) is defined as a social science that studies human behaviour as a relationship between ends and scarce means which have alternative uses. This definition is said to be the most appropriate and widely acceptable definition of Economics. This is because Economics studies the behaviours of consumers at the market with respect to how they buy and bargain for price. The study of Economics provides students' with good background for careers in Business administration, Banking, Marketing, Politics and provides training for students intending to become professional Economists who can serve as special advisers in governments and research specialists in business corporations and universities (Okeke, 2015).

From the foregoing, it is visible that the teaching and learning of Economics is necessary in senior secondary school as it acquaints students with the basic concepts and principles of Economics. It is on this note that the Nigerian Education Research and Development Council (NERDC) and Federal Ministry of Education in her National Curriculum for Senior Secondary School Economics Curriculum in Kabiru and Aminu (2017) outlined the objectives of the Economics to include among others to enable students: understand basic economic principles and concepts as well as the tools for sound economic analysis, contribute intelligently to discourse on economic reforms and development as they affect or would affect the generality of Nigerians, develop skills and also appreciate the basic for rational economic decisions, become sensitized to participate actively in national economic advancement through entrepreneurship and capital market.

This means that if the teacher is not effective and does not possess the necessary proficiency, then there is bound to be problems in the line of educational achievement. It is also on this note that call for the study that aimed at examining the proficiency development needs of teachers for effective implementation of senior secondary schools Economics curriculum (Kabiru &

Aminu, 2017). Proficiency in the view of Lesley in Ukonze (2015) is the quality of being expertness, skillful and high degree of competency through training and practice. These proficiencies of teachers in the opinion of Mohidin, Jaidi, Sang and Osman (2017) could be the understanding of students' developmental and learning problems, adequate knowledge of subject matter, classroom management/communication, use of instructional methodologies, use of instructional materials and evaluation of instructional objectives/performance among others.

Proficiency development need of a teacher on the other hand, according to Eyo, Nkanu and Ogar (2013) is a process by which teachers continuously update their knowledge and renew their instructional skills in order to be able to compete effectively in instructional era where new strategies and technology are introduced to enhance teaching and learning. The proficiency development needs of teachers could be in instructional planning, organization of instructions and instructional contents delivery, classroom management, use of instructional materials, use of instructional methods/strategies and evaluation of instructions for effective implementation of instructional activities among others. According to Milkova (2017), planning is the designing of the teacher's road map of what students need to learn and how it will be done effectively during the class time. Milkova, pointed out that a successful lesson plan addresses and integrates three key components of objectives for students' learning, teaching/learning activities, strategies to check students' understanding.

Instructional organization skills of teachers are also another way of enhancing teachers proficiency development as noted by Osinem in Abdullahi (2017). Instructional organization entails arranging the content and the learning experiences in such a way that they will be effectively presented to the students to promote learning. In the contribution of Early, James and John in Aguolu (2017), organizing instruction aids the teacher to limit the amount of time available each day to accomplish all of the assigned tasks in and out of the classroom. Aguolu

stated further that effective teachers use their time efficiently through: arrangement of materials for instruction; establishing schedules; establishing management system for indirect instruction; planning the pacing of instruction; developing daily lesson plans; preparing daily lesson plans; and arranging the content logically and implementing the instructional contents.

Similarly, proficiency development of Economics teachers in instructional contents delivery is imperative for enhancing instructional implementations. In the opinion of Mac (2015), contents delivery is the implementation stage of instructional activities. In his own perception, Mac (2015), stated that the activities in contents delivery include: utilizing approved curriculum; giving clear explanations of the lesson content; establishing and stating the expectations for students' performance; showing interrelatedness of one content area to another; use variety of methods; using variety of materials and resources; implement necessary modifications and managing the classroom.

Therefore, teacher proficiency development cannot be undermined irrespective of the location (urban or rural). According to Mbipom in Okafor (2016) location of schools refers to the particular place in relation to other areas in the physical environment (rural or urban) where the school is sited. Schools are either situated in one geographical location or the other to provide educational needs of the people through competent teachers. Thus, the extent to which teachers in the urban and rural areas have been provided with opportunities to develop their proficiency for effective teaching of Economics remain in doubt. It is therefore on this background that the researcher sought to examine the proficiency development needs of teachers for effective implementation of senior secondary schools Economics curriculum in Abia State.

### **Statement of the Problem**

Proficiency development of teachers in education cannot be ignored since it facilitates the achievement of the objectives of instructional delivery and enhancement of knowledge and

skills acquisition by the learners. Consequently, in Abia State in particular both in urban and rural areas and Nigeria at large several indicators such as production of half-baked secondary school leavers, inability of some teachers to deliver their instructional tasks effectively and inability of some teachers to make use of modern instructional facilities, methods, and strategies among others to impact knowledge and skills to the learners has shown that Economics teachers might not have attained the needed proficiencies in Economics instructional deliveries. This has become a worrisome situation in Abia State since no education system can arise above the quality of its teachers. It is on this backdrop researchers therefore, deemed it necessary to examine the proficiency development needs of teachers for effective implementation of senior secondary schools Economics curriculum in Abia State.

### **Purpose of the Study**

The purpose of the study was to examine the proficiency development needs of teachers for effective implementation of senior secondary schools Economics curriculum in Abia State.

Specifically, the study sought to:

1. ascertain the proficiency development needs of teachers in instructional planning for effective implementation of senior secondary schools Economics curriculum in Abia State.
2. examine the proficiency development needs of teachers in organization of instructions for effective implementation of senior secondary schools Economics curriculum in Abia State.
3. find out the proficiency development needs of teachers in instructional contents delivery for effective implementation of senior secondary schools Economics curriculum in Abia State.

### **Research Questions**

The following research questions were posed to guide the study:

1. What are the proficiency development needs of teachers in instructional planning for effective implementation of senior secondary schools Economics curriculum in Abia State?
2. What are the proficiency development needs of teachers in organization of instructions for effective implementation of senior secondary schools Economics curriculum in Abia State?
3. What are the proficiency development needs of teachers in instructional contents delivery for effective implementation of senior secondary schools Economics curriculum in Abia State?

## Hypotheses

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

- H0<sub>1</sub>:** There is no significant difference between the mean ratings of Economics teachers in urban and rural secondary schools on the proficiency development needs of teachers in instructional planning for effective implementation of senior secondary schools Economics curriculum in Abia State.
- H0<sub>2</sub>:** There is no significant difference between the mean ratings of Economics teachers in urban and rural secondary schools on the proficiency development needs of teachers in organization of instructions for effective implementation of senior secondary schools Economics curriculum in Abia State.
- H0<sub>3</sub>:** There is no significant difference between the mean ratings of Economics teachers in urban and rural secondary schools on the proficiency development needs of teachers in instructional contents delivery for effective implementation of senior secondary schools Economics curriculum in Abia State.

## Methodology

The design of this study was descriptive survey research design. Descriptive survey design according to Ali (2014) is the design which uses the sample data of an investigation to describe, and explain what is in existence on the present status of a phenomenon being investigated. The study was carried out in Abia State. The population of the study is 221 comprising 88 Economics teachers in urban and 133 Economics teachers in rural area of Abia State (Abia State Secondary Education Board, Statistical Department, 2022). A sample of 177 Economics teachers is used in the study. This comprised 68 Economics teachers in urban and 109 Economics teachers in rural area representing 80% of the total population. A proportionate stratified random sampling technique was used to stratified the schools into urban/rural and the schools were selected using simple random sampling technique for adequate representation. While the Economics teachers were selected using purposive sampling for adequate representation. The instrument for data collection was a structured questionnaire developed by the researcher. The instrument is titled Economics Teachers Proficiency Development Needs Questionnaire (ETPDNQ). The internal consistency of the instrument was established using Cronbach's Alpha method which yielded the overall reliability coefficient of 0.73 which was considered to be reliable for the study. Data collected were analyzed using Mean, Standard Deviation and Development Needed Index (INI) to answer the research questions while t-test statistic was used to test the null hypotheses at 0.05 level of significance.

## Results

### Research Question 1

What are the proficiency development needs of teachers in instructional planning for effective implementation of senior secondary schools Economics curriculum in Abia State?

**Table 1: Performance Gap Analysis of the Mean Ratings of the Responses of Respondents on the Proficiency Development Needs of Teachers in Instructional Planning for Effective Implementation of Senior Secondary Schools Economics Curriculum**

S/N	ITEM STATEMENT	$\bar{X}_n$	$\bar{X}_p$	PG ( $\bar{X}_n - \bar{X}_p$ )	Remarks
	<b>Proficiency development needs of teachers in instructional planning include the ability to:</b>				
1.	select the topic to be taught as stated in the curriculum and scheme of work	2.98	3.11	-0.13	DNN
2.	develop lesson plan/note in line with objectives of the topic as stated in the curriculum	3.21	3.10	0.11	DN
3.	organize sequentially the instructional contents	3.19	2.94	0.25	DN
4.	arrange materials for lesson in order of use	3.14	3.13	0.01	DN
5.	determine the teaching method to be used in lesson delivery	3.16	3.13	0.03	DN
6.	identify the materials to be used in the instruction	3.00	3.19	-0.19	DNN
7.	determine the students' entry behaviour into the lesson	3.14	3.06	0.08	DN
8.	develop set induction strategy	3.52	3.12	0.40	DN
9.	design instructional evaluation strategies	3.25	3.18	0.07	DN

**Key:**  $\bar{X}_n$  = Mean of Needed Category,  $\bar{X}_p$  = Mean of Performance Category, PG = Performance Gap Value, DN = Development Needed, DNN = Development Not Needed.

Data in Table 1 revealed that 7 out of 9 items had performance gap values ranged from 0.01 to 0.40 and were positive indicating that 7 items were the proficiency developments needed by teachers in instructional planning for effective implementation of senior secondary schools Economics curriculum. Two out of 9 items had their performance gap as follows -0.13, -0.19 and were all negative indicating that teachers did not need the proficiency development on item 1 and 6 for instructional planning of Economics. Therefore, the Economics teachers needed more proficiency development in instructional planning for effective implementation of senior secondary schools Economics curriculum.

**Hypothesis 1:** There is no significant difference between the mean ratings of Economics teachers in urban and rural secondary schools on the proficiency development needs of teachers in instructional planning for effective implementation of senior secondary schools Economics curriculum in Abia State.

**Table 2: t-test Analysis of the Mean Rating of Economics teachers in Urban and Rural Secondary Schools on the Proficiency Development Needs of Teachers in Instructional Planning for Effective Implementation of Senior Secondary Schools Economics Curriculum**

Variables	N	Mean	S.D	Df	t-cal.	t-crit.	Decision
Urban	68	2.99	1.00	175	-0.13	1.97	<b>Accepted</b>
Rural	109	3.01	0.86				

The data in Table 2 above shows that the calculated t-value is -0.13 while the t- critical value is 1.97 at 0.05 level of significant and at 175 degree of freedom. Since the t-calculated value is less than the t-critical value, the null hypothesis was accepted. Therefore, there is no significant difference between the mean ratings of Economics teachers in urban and rural secondary schools on the proficiency development needs of teachers in instructional planning for effective implementation of senior secondary schools Economics curriculum in Abia State.

**Research Question 2:** What are the proficiency development needs of teachers in organization of instructions for effective implementation of senior secondary schools Economics curriculum in Abia State?

**Table 3: Performance Gap Analysis of the Mean Ratings of the Responses of Respondents on the Proficiency Development Needs of Teachers in Organization of Instructions for Effective Implementation of Senior Secondary Schools Economics Curriculum**

S/N	ITEM STATEMENT	$\bar{X}_n$	$\bar{X}_p$	PG ( $\bar{X}_n - \bar{X}_p$ )	Remarks
	Proficiency development needs of teachers in organization of instructions include the ability to:				
10.	organize instructional contents in Economics logically	3.16	3.05	0.11	DN
11.	presents instructional contents based on available materials	3.27	2.86	0.41	DN
12.	organize activities based on methods of lesson delivery	3.20	3.20	0.00	DN
13.	presents instruction within the time frame	3.27	3.22	0.05	DN
14.	structure the subject content in line with the specific subject matter objectives	3.27	3.16	0.11	DN

15.	determine the students' learning difficulties	3.38	3.00	0.38	DN
16.	organize learning materials from simple to complex	3.35	3.32	0.03	DN
17.	evaluate students' performance for feedback	3.14	3.33	-0.19	DNN

**Key:**  $\bar{X}_n$  = Mean of Needed Category,  $\bar{X}_p$  = Mean of Performance Category, PG = Performance Gap Value, DN = Development Needed, DNN = Development Not Needed.

Data in Table 3 revealed that 7 out of 8 items had performance gap values ranged from 0.00 to 0.41 and were positive indicating that the teachers of Economics needed 7 proficiency developments in organization of instructions for effective implementation of senior secondary schools Economics curriculum. One out of the 8 items had their performance gap as -0.19 and is negative indicating that teachers did not need the proficiency development on 7 items for organisation of instructions of Economics. Generally, teachers of Economics needed more proficiency development in organisation of instructions for effective implementation of senior secondary schools Economics curriculum

**Hypothesis 2:** There is no significant difference between the mean ratings of Economics teachers in urban and rural secondary schools on the proficiency development needs of teachers in organization of instructions for effective implementation of senior secondary schools Economics curriculum in Abia State.

**Table 4: t-test Analysis of the Mean Rating of Economics teachers in Urban and Rural Secondary Schools on the Proficiency Development Needs of Teachers in Organization of Instructions for Effective Implementation of Senior Secondary Schools Economics Curriculum**

Variables	N	Mean	S.D	Df	t-cal.	t-crit.	Decision
Urban	68	3.27	1.02	175	-0.54	1.97	Accepted
Rural	109	3.35	0.85				

The data in Table 4 above shows that the calculated t-value is -0.54 while the t- critical value is 1.97 at 0.05 level of significant and at 175 degree of freedom. Since the t-calculated value is

less than the t-critical value, the null hypothesis was accepted. Therefore, there is no significant difference between the mean ratings of Economics teachers in urban and rural secondary schools on the proficiency development needs of teachers in organization of instructions for effective implementation of senior secondary schools Economics curriculum in Abia State.

**Research Question 3:** What are the proficiency development needs of teachers in instructional contents delivery for effective implementation of senior secondary schools Economics curriculum in Abia State?

**Table 5: Performance Gap Analysis of the Mean Ratings of the Responses of Respondents on the Proficiency Development Needs of Teachers in Instructional Contents Delivery for Effective Implementation of Senior Secondary Schools Economics Curriculum**

S/N	ITEM STATEMENT	$\bar{X}_n$	$\bar{X}_p$	PG ( $\bar{X}_n - \bar{X}_p$ )	Remarks
	Proficiency development needs of teachers in instructional contents delivery include the ability to:				
18.	introduce the lesson using different techniques	3.27	3.04	0.23	DN
19.	organize instructional contents sequentially	3.23	3.15	0.08	DN
20.	use of entry behavior	3.10	3.09	0.01	DN
21.	reinforce of learning activities	2.88	3.35	-0.47	DNN
22.	direct classroom instruction	3.16	3.02	0.14	DN
23.	deliver the lesson content step by step with appropriate method	3.23	3.14	0.09	DN
24.	employ varieties of teaching methods	3.31	3.20	0.11	DN
25.	supervise students' activities	3.26	3.33	-0.07	DNN
26.	respond to students' questions appropriately	2.92	3.30	-0.38	DNN
27.	give feedback to students	3.39	3.11	0.28	DN

**Key:**  $\bar{X}_n$  = Mean of Needed Category,  $\bar{X}_p$  = Mean of Performance Category, PG = Performance Gap Value, DN = Development Needed, DNN = Development Not Needed.

Data in Table 5 revealed that 7 out of 10 items had performance gap values ranged from 0.01 to 0.28 and were all positive indicating that the teachers of Economics needed 7 proficiency development in instructional contents delivery for effective implementation of senior secondary schools Economics curriculum. Three out of 10 items had their performance gap as follows -

0.47, -0.07, -0.38 and is negative indicating that teachers did not need the proficiency development on items 21, 25 and 26 for instructional contents delivery of Economics. Thus, teachers of Economics needed 7 proficiency development in instructional contents delivery for effective implementation of senior secondary schools Economics curriculum but less emphasis on the three items with negative performance gap value.

**Hypothesis 3:** There is no significant difference between the mean ratings of Economics teachers in urban and rural secondary schools on the proficiency development needs of teachers in instructional contents delivery for effective implementation of senior secondary schools Economics curriculum in Abia State.

**Table 6: t-test Analysis of the Mean Rating of Economics Teachers in Urban and Rural Secondary Schools on the Proficiency development needs of Teachers in Instructional Contents Delivery for effective Implementation of Senior Secondary Schools Economics Curriculum**

Variables	N	Mean	S.D	Df	t-cal.	t-crit.	Decision
Urban	68	2.86	1.07	175	-0.74	1.97	<b>Accepted</b>
Rural	109	2.98	0.99				

The data in Table 6 above shows that the calculated t-value is -0.74 while the t- critical value is 1.97 at 0.05 level of significant and at 175 degree of freedom. Since the t-calculated value is less than the t-critical value, the null hypothesis was accepted. Therefore, there is no significant difference between the mean ratings of Economics teachers in urban and rural secondary schools on the proficiency development needs of teachers in instructional contents delivery for effective implementation of senior secondary schools Economics curriculum in Abia State.

## Discussion

The study revealed that the proficiency development needs of teachers in instructional planning were ability to: develop lesson plan/note in line with objectives of the topic as stated in the curriculum, organize sequentially the instructional contents, arrange materials for lesson in

order of use, determine the teaching method to be used in lesson delivery, determine the students' entry behaviour into the lesson, develop set induction strategy and design instructional evaluation strategies. Thus, the corresponding hypothesis tested indicated that there was no significant difference between the mean ratings of Economics teachers in urban and rural secondary schools on the proficiency development needs of teachers in instructional planning for effective implementation of senior secondary schools Economics curriculum in Abia State. The findings were in agreement with the study of Frank (2018) which showed that pedagogical competencies of teachers in planning lesson content for effective lesson delivery include: identifying the topic to be taught during instruction; determining the objective of the topic of instruction; identifying the materials to be use in the instruction; selecting relevant materials for instruction; developing the lesson and determining the method of instruction among others. Also, the findings agreed with the findings from Ugwu and Onah (2020) which revealed that computer teachers need to be competent in planning for effective teaching of computer studies. The findings of this study in respect to proficiency development needs of teachers in organization of instructions revealed that the proficiency development needed by Economics teachers in organization of instructions include ability to: organize instructional contents in Economics logically, presents instructional contents based on available materials, organize activities based on methods of lesson delivery, presents instruction within the time frame, structure the subject content in line with the specific subject matter objectives, determine the students' learning difficulties and organize learning materials from simple to complex. The result further revealed that there was no significant difference between the mean ratings of Economics teachers in urban and rural secondary schools on the proficiency development needs of teachers in organization of instructions for effective implementation of senior secondary schools Economics curriculum in Abia State. The findings were in accordance with the study of Obanya (2014) which showed that in preparing for instruction, the teacher require

proficiencies in organization of instructions such as ability to: arrange and organize instructional content in Economics logically, organize instructions base on materials available and organize learning materials moving from simple to complex. The findings also aligned to the study of Enemali (2021) which revealed that undergraduate accounting education students need pedagogical competency in organization of instructions for effective teaching practice exercise.

Finally, the study revealed that the proficiency development needs of teachers in instructional contents delivery for effective implementation of senior secondary schools Economics curriculum include the ability to: introduce the lesson using different techniques, organize instructional contents sequentially, use of entry behaviour, direct classroom instruction, deliver the lesson content step by step with appropriate method, employ varieties of teaching methods, give feedback to students. Consequently, the result also revealed that there was no significant difference between the mean ratings of Economics teachers in urban and rural secondary schools on the proficiency development needs of teachers in instructional contents delivery for effective implementation of senior secondary schools Economics curriculum in Abia State. Thus, the findings are in harmony with the study of Okoro (2016) which revealed that for effective teaching and learning to take place in the school, teachers needs proficiency development in instructional delivery such as the ability to: introduce the lesson by giving summary or revision of the previous lesson to link it with the day's lesson; informs the students technically, the objective of the lesson which they are expected to know or should be able to do at the end of the lesson; deliver the new content step-by-step bearing in mind the logical arrangement of content in the lesson and the entry behaviour of the learners. Similarly, Susan, Marilyn and Tony (2017) maintained that for effective teaching of Economics, teachers required adequate competency in instructional content delivery.

## Conclusion

From the findings of this study, it could be inferred that teachers need proficiency development in instructional planning, organization of instructions and instructional contents delivery. Hence, without quality, competent and effective teachers, who are fully prepared to meet their responsibilities in schools, quality education cannot be boasted of and without good education, the challenges cannot be met in this fast -changing world.

## Recommendations

Based on the findings of this study, the following recommendations were made:

1. Government of Abia state should encourage and provide teachers with the needed support to participate in development programme so as to enhance their proficiency development needs especially in instructional planning to keep them abreast with the current trends in instructional practices for effective implementation of senior secondary schools Economics curriculum.
2. Every Economics teacher should be given opportunity to participate in workshops programme to develop their proficiency in organization of instructions for effective implementation of Economics curriculum of senior secondary schools in Abia State.
3. There is need for regular supervision of instructional contents delivery by school administrators and the State Ministry of Education in order to provide adequate instructional content delivery guidance to teachers for effective implementation of Economics curriculum in senior secondary schools in Abia State.

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