

Development Programme for Enhancing Economics Teachers' Professional Competency in Secondary Schools in Abia State

By

Uka, Ndukwe Onwuka
ukandukweonwuka@yahoo.com.
&

Dr. E. O. Oleabhiele
Ivyese1414@gmail.com, oleabhiele.eric@mouau.edu.ng
Department of Educational Management,
Michael Okpara University of Agriculture, Umudike Abia State, Nigeria

Abstract

This study was carried out to examine the development programmes for enhancing Economics teachers' professional competency in secondary schools in Abia State. The study was guided by three research questions and three corresponding null hypotheses tested at 0.05 level of significance. The study adopted the descriptive survey research design. The population of the study was 425 which consist of 221 Economics teachers and 204 school principals in Abia State. The sample of the study was 170 consisting of 88 Economics teachers and 82 school principals in Abia State selected using purposive sampling technique. The instrument for data collection was a researcher developed questionnaire validated by three experts. The reliability of the instrument was 0.79 derived using Cronbach Alpha statistic. The data collected were analyzed using mean and standard deviation and the null hypotheses were tested using the t-test statistic at 0.05 level of significance. The results of the data analyses revealed that: to a high extent workshops, seminars and conferences enhance Economics teachers' professional competency. Based on the findings, it was concluded that; development programmes are very vital tools for the improvement of teachers' competency towards the effective achievement of Economics instructional objectives and national educational goals. Based on the findings and conclusion, it was recommended that: Abia State Government through the Ministry of Education should collaborate with the Teachers Registration Council of Nigeria to ensure workshops are organize regularly to teachers as a retraining programme to enhance teachers' professional competency for effective teaching of Economics.

Keywords: Development Programmes, Economics, Teachers' Professional, Competency Secondary School

Introduction

Economics is one of the non-vocational electives subjects studied at the senior secondary school level under the National Policy on Education. The curriculum was introduced in 1966 and was

first taken in the West African School Certificate Examination as a school subject in Nigeria in 1967 (Kabiru & Amin, 2017). In addition, Economics as perceived by Mill in Oleabhie and Oke (2018) as a practical science of production and distribution of wealth. According to Mill, not only must man produce wealth but should also provide an appropriate means to ensure that what has been produced gets to the final consumer.

Consequently, the Federal Ministry of Education in her national policy for secondary school Economics curriculum outlined the objectives for teaching the subject such as; understand basic economic principles and concepts as well as the instrument for sound economic analysis, contribute intelligently to discourse on economic reforms and development as they affect or would affect the generality of Nigerians, become sensitized to participate actively in national economic advancement through entrepreneurship and capital market (FRN, 2014: 10). Based on the forgoing, the effective implementation of Economics curriculum for the actualization of its objectives and students achievement depends partly on continuous development of the teachers as a catalyst for enhancing the competency of the teachers at the secondary school level.

Teachers' development therefore is a process by which teachers are continuously trained to update their knowledge and renew their teaching skills in order to enable them to deliver their instructional task effectively in the changing society (Eyo, Nkanu & Ogar, 2013). Teachers' development as viewed by Oduagwu (2016) is the aspect of capacity building aimed at having skills, knowledgeable and competent teachers for enhancement of teaching and learning for the achievement of instructional objectives.

Competency as defined by Smith (2015) is a combination of knowledge, skills, attitudes and values displayed in the context of task performance which is not only what a person must know and do, but also how a person does it. Anjov, Muhammed and Umoru (2016), maintained that to be competent implies that one has acquired knowledge, skills, attitudes and judgment which he required in order to perform the instructional task successfully at a proficiency level. Teaching can be described as the process or act of imparting relevant knowledge and skills needed by the learners' in-line with the curriculum for the growth and development of the learners (Tebabal & Kahssay, 2017).

Teaching will be said to be effective when it impacted upon the character of the learner, leading to transformation of the learner. Holding similar view, Adegbile in Umoren (2017) maintains that the object of effective teaching includes helping learners to conceptualize initiative, ideas, process thoughts and develop their abilities, contribute to thinking and creativity in the subject, nurture and sustain student, suit the circumstances of teaching and learning and suit the individual teachers' ability and interest. Similarly, Robert in Shishi, Muhammed and Wever (2016) asserted that enhancing refers to the state of increasing the level of which something is done. It also means to arouse the interest of the individuals on the process of conducting any activities in a bit to ensure high performance. However, in view of Ikegbusi (2014) enhancing can be described as a way of developing the teachers capacity towards ensuring their professional competency through workshop, seminar, and conference, mentoring among others.

Workshop is one of the strategies of teachers development for capacity building for enhancing the competency of the teachers for effective and quality instructional delivery, Workshop is viewed as a organize discussion and practical work on a particular topic/subject, when groups of teachers share their knowledge and experiences (Cole, 2017). Workshops are organised to develop the skills of teachers which can have great effect on their performance in teaching and learning process as in the case of other teachers development programme like seminar (Cole, 2017).

Development programme for upgrading teachers' professional competency is seminar. Seminar is a part of teachers development exercise to update teachers' knowledge and skills with the new ideas and methods of teaching on a particular subject such as Economics. Seminar is one of the important factors in the business world because it increases the efficiency and the effectiveness of both staff and the organizations. Meanwhile, apart from seminar as means of teachers' development, the relevance of conference cannot be overlooked in the enhancement or development of an effective teacher in term of instructional delivery in Economics (Oduagwu, 2016).

Conference is also another teachers' development programme for enhancing the professional competency of teachers as a key to the success of education system since effective teaching depends on how well the teachers are equipped with relevant skills to perform their task (Sadiqa,

2016). This implies that the development of professional competency of teachers is imperative as the implementers of the curriculum but the extent to which professional competency of Economics teachers in Abia State has been developed as a catalyst for effective teaching and learning remains uncertain. Therefore, it is on this background the researcher sought to examine the extent development programme enhancing Economics teachers' professional competency in secondary schools in Abia State.

Statement of the Problem

In Abia State, common observation shows that some of the teachers teaching in public secondary schools are unqualified, also adequate support have not been given to these teachers regularly by the government to develop their professional competency through workshop, seminar, conference, mentoring, refresher course, supervision and teachers symposium among others.

Hence, this has resulted to mass exodus of students from the public to private schools and also to acquire foreign education abroad. This indicates the level of lip services by the government to education and teachers' education in particular. This has become a worrisome situation in that lack of teacher development may lead to teachers' incompetency which may also lead to poor achievement of educational goals and that of the objectives of Economics as a subject may remain in jeopardy. Consequently, on the above premise that this study sought to examine the extent development programme enhancing Economics teachers' professional competency in secondary schools in Abia State.

Purpose of the Study

The purpose of the study was to examine development programme for enhancing Economics teachers' professional competency in secondary schools in Abia State.

Specifically, the study sought to examine the:

1. extent workshop enhances Economics teachers' professional competency for effective teaching of Economics in secondary schools in Abia State.

2. extent seminar enhances Economics teachers' professional competency for effective teaching of Economics in secondary schools in Abia State.
3. extent conference enhances Economics teachers' professional competency for effective teaching of Economics in secondary schools in Abia State.

Research Questions

The following research questions were posed to guide the study:

1. To what extent do workshops enhance Economics teachers' professional competency for effective teaching of Economics in secondary schools in Abia State?
2. To what extent do seminars enhance Economics teachers' professional competency for effective teaching of Economics in secondary schools in Abia State?
3. To what extent do conferences enhance Economics teachers' professional competency for effective teaching of Economics in secondary schools in Abia State?

Hypotheses

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

- H0₁:** There is no significant difference between the mean ratings of principals and Economics teachers on the extent workshops enhances Economics teachers' professional competency for effective teaching of Economics in secondary schools in Abia State.
- H0₂:** There is no significant difference between the mean ratings of principals and Economics teachers on the extent seminars enhances Economics teachers' professional competency for effective teaching of Economics in secondary schools in Abia State.
- H0₃:** There is no significant difference between the mean ratings of principals and Economics teachers on the extent conferences enhances Economics teachers' professional competency for effective teaching of Economics in secondary schools in Abia State.

Methodology

The design of this study was descriptive survey research design. The study was conducted in Abia State, Nigeria. The population of the study is 425 which consist of 221 Economics teachers and 204 school principals in Abia State. The sample of the study is 170 consisting of 88 Economics teachers and 82 school principals in Abia State selected using purposive sampling technique. The instrument for data collection is questionnaire titled: “Teachers Development for Enhancing Professional Competency of Economics Teachers Questionnaire (TDEPCETQ)”. Before administering the instrument, the instrument was faced validated by one lecturer from the Department of Educational Management (Economics Education), one from Measurement and Evaluation unit of Science Education Department all from College of Education, Michael Okpara University of Agriculture, Umudike and one from secondary school in Umuahia North. The reliability co-efficient (r) was of the instrument was done using Cronbach Alpha method yielded 0.79. The researcher with the help of two briefed Research Assistants administered and retrieved the instrument from the respondents. Mean and standard deviation were used to answer the research questions and while t-test statistic was used to test the null hypotheses at 0.05 level of significance. The mean scale for the study was obtained by real limit value of numbers to answer the seven research questions as Very Low Extent (VLE) 1.00 – 1.49, Low Extent (LE) 1.50 – 2.49, High Extent (HE) 2.50 – 3.49 and Very High Extent (VHE) 3.50 – 4.00.

Results

Research Question 1

To what extent do workshops enhance Economics teachers’ professional competency for effective teaching of Economics in secondary schools in Abia State?

Table 1: Mean standard deviation on the extent workshops enhance Economics teachers’ professional competency for effective teaching of Economics in secondary schools

S/N	Item statement	Principal X_1	SD_1	Teachers X_2	SD_2	Grand X_g	SD_g	Rks
1	expose teachers to new instructional methods/strategies	3.11	0.78	3.16	0.67	3.14	0.73	HE
2	promote teachers’ problem solving skills for effective teaching of Economics	3.34	0.69	3.45	0.65	3.40	0.67	HE

3	improve teachers' instructional skills of a subject for effective teaching of Economics	3.45	0.65	3.35	0.67	3.40	0.66	HE
4	help teachers acquire more conceptual and technical knowledge	3.56	0.68	3.52	0.68	3.54	0.68	VHE
5	improve their efficiency in classroom instructional delivery	3.44	0.59	3.45	0.61	3.45	0.60	HE
6	enhances teachers' instructional performance	3.37	0.81	3.41	0.78	3.39	0.79	HE
7	build the experience of teachers for a good and successful classroom management in Economics	3.29	0.69	3.31	0.65	3.30	0.67	HE
Cluster mean		3.37	0.69	3.38	0.67	3.37	0.69	HE

Keys: X_1 =principals, X_2 =teachers, X_g =grand mean

Analysis of data presented in Table 1 show that the mean responses of principals and teachers on the extent workshops enhance Economics teachers' professional competency for effective teaching of Economics in secondary schools in Abia State with their corresponding standard deviations. Based on the data displayed in table 4.1, it was revealed that the respondents to a high extent agreed on items 1, 2, 4, 5, 6 and 7 while the respondents to a very high extent agreed to item 3. However, with the grand mean of 3.37, the respondents to a high extent agreed that workshops enhance Economics teachers' professional competency for effective teaching of Economics in secondary schools in Abia State

Hypothesis 1

There is no significant difference between the mean ratings of principals and Economics teachers on the extent workshops enhance Economics teachers' professional competency for effective teaching of Economics in secondary schools in Abia State.

Table 2: t-test analysis of significant difference between the mean ratings of principals and Economics teachers on the extent workshops enhance Economics teachers' professional competency for effective teaching of Economics in secondary schools

Variables	X	SD	N	Df	t-calculated	p-value	Sig.
Principals	3.37	0.69	82	168	-0.09	0.105	0.05
Teachers	3.38	0.67	88				

The data presented in Table 2 shows a p-value of .105 which is greater than the significant value of .05. This indicates that there was no statistical significant difference between the mean ratings of principals and Economics teachers on the extent workshops enhance Economics teachers' professional competency for effective teaching of Economics in secondary schools. Therefore, the hypothesis of no significant difference between the mean ratings of principals and Economics teachers on the extent workshops enhance Economics teachers' professional competency for effective teaching of Economics in secondary schools was not rejected.

Research Question 2

To what extent do seminars enhance Economics teachers' professional competency for effective teaching of Economics in secondary schools in Abia State?

Table 3: Mean standard deviation on the extent seminars enhance Economics teachers' professional competency for effective teaching of Economics in secondary schools

S/N	Item statement	Principal X ₁	SD ₁	Teachers X ₂	SD ₂	X _g	SD _g	Rmks
8	help teachers to adapt to changes in curriculum and language of instruction	3.35	0.61	3.34	0.63	3.35	0.62	HE
9	provide teachers' with new ideas on supporting weak learners	3.25	0.69	3.30	0.61	3.28	0.65	HE
10	improve teachers communication skills	3.27	0.65	3.31	0.60	3.29	0.63	HE
11	help in improving their capacity for effective teaching of Economics	3.45	0.59	3.42	0.64	3.44	0.62	HE
12	improve teachers' performance in Economics class	3.41	0.67	3.47	0.61	3.44	0.64	HE
13	help to improve teachers' questioning techniques	3.31	0.63	3.34	0.65	3.33	0.64	HE
14	enhance teachers' knowledge of class control in teaching of Economics	3.25	0.62	3.23	0.62	3.24	0.62	HE
	Cluster mean	3.33	0.64	3.34	0.62	3.34	0.63	HE

Keys: X₁=principals, X₂=teachers, X_g=grand mean

The data on table 3 show that all the 7 items fall within the real limit of 2.50-3.49 which indicated the respondents to a high extent agreed that seminars enhance Economics teachers' professional competency for effective teaching of Economics in secondary schools in Abia State. More so, the table has a grand mean of 3.34 which lies within the real limit of 2.50-3.49 with a corresponding

standard deviation of 0.63 which indicate the harmonious assertion of the respondents that seminars enhance Economics teachers' professional competency for effective teaching of Economics in secondary schools in Abia State to a high extent.

Hypothesis 2

There is no significant difference between the mean ratings of principals and Economics teachers on the extent seminars enhance Economics teachers' professional competency for effective teaching of Economics in secondary schools in Abia State.

Table 4: t-test analysis of significant difference between the mean ratings of principals and Economics teachers on the extent seminars enhance Economics teachers' professional competency for effective teaching of Economics in secondary schools

Variables	X	SD	N	Df	t-calculated	p-value	Sig.
Principals	3.33	0.64	82	168	-0.11	0.21	0.05
Teachers	3.34	0.62	88				

The data presented in Table 4 show a p-value of .21 which is greater than the significant value of .05. This indicates that no significant difference between the mean ratings of principals and Economics teachers on the extent seminars enhance Economics teachers' professional competency for effective teaching of Economics in secondary schools in Abia States. Therefore, the hypothesis no significant difference between the mean ratings of principals and Economics teachers on the extent seminars enhance Economics teachers' professional competency for effective teaching of Economics in secondary schools in Abia State was not rejected.

Research Question 3

To what extent do conferences enhance Economics teachers' professional competency for effective teaching of Economics in secondary schools in Abia State?

Table 5: Mean standard deviation on the extent conferences enhance Economics teachers' professional competency for effective teaching of Economics in secondary schools

S/N	Item statement	Principal X_1	SD_1	Teachers X_2	SD_2	X_g	SD_g	Rmks
15	improve teachers' instructional capacity for effective teaching of Economics	3.34	0.67	3.35	0.65	3.35	0.66	HE
16	equip teachers' set-induction skills in teaching of Economics	3.47	0.57	3.49	0.61	3.48	0.59	HE
17	Increase teachers' knowledge of classroom entry behaviour for teaching of Economics	3.49	0.57	3.50	0.58	3.50	0.58	HE
18	enhance teachers' teaching interest in instructional delivery	3.41	0.65	3.43	0.67	3.42	0.66	HE
19	enhance teachers' effective use of gestures like nodding of head, eye contact, petting students back as a way of encouraging good answers by students	3.44	0.72	3.45	0.69	3.45	0.71	HE
20	facilitate teachers' verbal explanation of ideas and concepts in Economics	3.46	0.61	3.51	0.63	3.49	0.62	HE
21	promote teachers' logically selection and arrangement of relevant content in terms of related objectives to be achieved in teaching of Economics concepts	3.21	0.73	3.25	0.71	3.23	0.72	HE
	Cluster mean	3.40	0.65	3.43	0.65	3.42	0.65	HE

Keys: X_1 =principals, X_2 =teachers, X_g =grand mean

The data presented in Table 5 show that the mean scores of all seven items fall with the real limit of 2.50-3.49 indicating that the respondents to a high extent agreed that conferences enhance Economics teachers' professional competency for effective teaching of Economics in secondary schools in Abia State. In addition, the grand mean of 3.42 which falls with the real

limit of 2.50-3.49 and a corresponding standard deviation of 0.65 showed that both respondents agreed that conferences enhance Economics teachers' professional competency for effective teaching of Economics in secondary schools in Abia State to a high extent.

Hypothesis 3

There is no significant difference between the mean ratings of principals and Economics teachers on the extent conferences enhance Economics teachers' professional competency for effective teaching of Economics in secondary schools in Abia State.

Table 6: t-test analysis of significant difference between the mean ratings of principals and Economics teachers on the extent conferences enhance Economics teachers' professional competency for effective teaching of Economics in secondary schools

Variables	X	SD	N	Df	t-calculated	p-value	Sig.
Principals	3.40	0.65	82	168	-0.30	0.13	0.05
Teachers	3.43	0.65	88				

The data presented in Table 6 shows a p-value of .13 which is greater than the significant value of .05. This indicates that there was no significant difference between the mean ratings of principals and Economics teachers on the extent conferences enhance Economics teachers' professional competency for effective teaching of Economics in secondary schools in Abia State. Therefore, the hypothesis that there no significant difference between the mean ratings of principals and Economics teachers on the extent conferences enhance Economics teachers' professional competency for effective teaching of Economics in secondary schools in Abia State was not rejected.

Discussion of the Findings

The following findings emerged from the study, and were discussed thus.

The finding of the study revealed that workshops enhance Economics teachers' professional competency for effective teaching of Economics in secondary schools in Abia State while the corresponding hypothesis indicated that there was no significant difference between the mean ratings of principals and Economics teachers on the extent workshops enhance Economics teachers' professional competency for effective teaching of Economics in secondary schools. This finding is in tandem with the findings of Simeon and Ollor (2021) who revealed that teachers' professional development (workshop) is very relevant and indispensable in the actualization of quality instruction in secondary schools. They further reiterated that; teachers' professional development has been proven to constantly enhance teachers' development and teaching practices.

In addition, to Simeon and Ollor (2021), in support of the findings of the study, Sadiqa (2016) , revealed that teachers' performance was positively impacted through regular in-service training, workshops, seminars and mentoring. Corroborating the findings of the study, Nakpodia in Okenjom, Ogar, Bake and Eze-Anyim (2016) asserted that workshop improves efficiency in classroom instructional delivery and aiding teachers to be adequately equipped to meet up with the new challenges and changes in the school system in the 21st century.

The result of the study showed that seminars enhance Economics teachers' professional competency for effective teaching of Economics in secondary schools to a high extent and that there was no was no significant difference between the mean ratings of principals and Economics teachers on the extent seminars enhance Economics teachers' professional competency for effective teaching of Economics in secondary schools. The findings of the study are in line with that of Sadiqa (2016) who affirmed that seminar as a capacity building strategy significantly relate to teachers efficiency in instructional delivery. In a similar vein, the findings of the study are in consonance with the findings of Nwankwo (2021) whose study revealed that engaging in-service trainings such as seminars enhance quality teaching and learning in secondary schools.

The study revealed that the respondents to a high extent agreed that conferences enhance Economics teachers' professional competency for effective teaching of Economics in secondary schools in Abia State. Meanwhile, there hypothesis indicated that there was no significant difference between the mean ratings of principals and Economics teachers on the extent conferences enhance Economics teachers' professional competency for effective teaching of Economics in secondary schools. The finding is contrary with the findings of Godwin (2018) whose study revealed among others that conferences, induction training, on-the-job and off-the-job in-services training opportunities were not appropriately provided for Business educators in the secondary schools in Delta State in order to guarantee or ensure their job performances.

Conclusion

Based on the statistical analysis carried out, there is a clear indication that development programmes enhancing teachers' professional competency in secondary schools. The findings revealed that to a high extent workshop, seminar and conference enhance Economics teachers' professional competency for effective teaching of Economics in secondary schools in Abia State. Hence it was concluded that; development programmes are very vital tools for the improvement of teacher's competency towards the effective achievement of Economics instructional objectives and national educational goals. Therefore, Economics teacher should make attend workshop, seminar and conferences to enable them to acquire new knowledge, aptitudes and skills that will build their competency for effective teaching and learning in secondary schools.

Recommendations

Based on the findings and conclusion drawn from this study, the following recommendations are made:

1. There is need for Abia State Government through the Ministry of Education to collaborate with the Teachers Registration Council of Nigeria to ensure that workshops are organize regularly to teachers as a retraining programme to upscale teachers professional competency for effective teaching of Economics.
2. Teachers should be engaged in seminar to enable them acquire more knowledge and skills needed to improve their competency for effective teaching of Economics in secondary schools.
3. Conferences should be organized by Abia State Ministry of Education based on the assessment need of the participants and should be direct at teachers performance needs so as to improve the capacity of the incompetent teachers for effective teaching of Economics in secondary schools.

References

- Anjov, I. S., Muhammad, D. I. & Umoru, G. I. (2016). Competences required by secondary school leavers in rice production and marketing for sustainable development in Benue State, Nigeria. *International Journal of Agricultural and Home Economics Education*, 3, 103-114.
- Cole, R. E. (2017). Impact of training and development on organizational effectiveness: Evidence from selected public sector organizations in Nigeria. *Journal of Business Management*, 6(2), 77-90.
- Eyo, S. O., Nkanu, G. I. & Ogar, F. (2013). Staff development and teachers effectiveness. *Journal of the Institute of Personnel Management of Nigeria*, 12(2), 52-57.
- Federal Republic of Nigeria (2014). *National policy on education*. Lagos: Government Press.
- Ikegbusi, N. G. (2014). Towards enhancing staff personnel management in secondary schools in Anambra state. *Journal of Educational Research*, 2(3), 117-124.
- Kabiru, S. N. & Aminu, M. U. (2017). Effect of supplementary tutoring on academic performance of secondary school students in Economics. *Journal of Education*, 2(1), 30-40.
- Oduagwu, E. A. (2016). *Libraries and information management in a globally network society*. Owerri, Imo State: Tony Ben Publishers.

- Oleabhiele, E. O. & Oko, N. O. (2018). Economics curriculum implementation at the senior secondary education level. *Journal of Economics and Environmental Education*, 3(1) 10-20.
- Sadiqa, M. (2016). Impact of staff development programmes on the performance of teachers in secondary schools in Yola Metropolis, Adamawa State. *A Dissertation Submitted to the School of Postgraduate Studies, Ahmadu Bello University, Zaria.*
- Smith M. E. (2015). Professional improvement needs of teachers of agricultural science for effective teaching in senior secondary schools in Delta State. *Journal of Technical and Vocational Education*, 5, 79-103.
- Tebabal, O. & Kahssay, E. (2017). Competences required by secondary school leavers in rice production and marketing for sustainable development in Benue State, Nigeria. *International Journal of Agricultural and Home Economics Education*. 3, 103-114.