



## Technical Competencies Needed by Secondary School Teachers in Nigeria for Effective Instructional Delivery in Business Subjects

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### Abstract

The study sought to determine the technical competencies needed by secondary school teachers in Nigeria for effective instructional delivery in business subjects. One research question and one null hypothesis guided the study. The study adopted a descriptive survey design and focused on public senior secondary schools in Ebonyi State. The population of the study comprised of all the 202 business subjects teachers in Abakaliki Education Zone of Ebonyi State. There was no sampling. A structured questionnaire was used. The questionnaire was validated by three experts: two from Business Education Department and one from Measurement and Evaluation, all from Ebonyi State University, Abakaliki. Cronbach Alpha reliability procedure was used. The entire questionnaire instrument yielded an Alpha of 0.82. Two hundred and two (202) copies of the instrument were administered to the respondents but 196 were retrieved, representing 97% of the instrument. Data collected was analyzed using mean and standard deviation for the research question while the hypothesis was tested at 0.05 level of significance using t-test. The findings of the study showed that technical competencies are needed by secondary school teachers in Nigeria for effective instructional delivery in business subjects. It was also found from the hypothesis tested that gender did not make any significant difference in the opinion of the respondents on technical competencies. It was concluded that secondary school teachers needed the technical competencies for effective instructional delivery in business subjects. It was also recommended among others that, the National University Commission (NUC) should include in the minimum standard for Business Teacher Education, courses that will equip prospective business teachers with the relevant technical competencies for effective instructional delivery in business subjects. This is because, technical competencies will help secondary school teachers in Nigeria to teach business subjects even if the contents are practical or theoretical oriented.

**Keywords:** *Technical Competencies, Instructional Delivery, Business Subjects, Secondary Schools.*

### Introduction

A careful look at the new senior secondary school curriculum shows an explication and expansion of some subjects in the old curriculum to form the new and better curriculum because the old curriculum integrated multiple subject areas in a single subject. Accordingly, the explication of the subjects, and the consequent ingestion of



relevant subjects which are presumed to meet the modern needs of the business students is considered a welcome development. Nigeria Educational Research and Development Council (2012), Ezeani (2013), Adeneye and Oludola (2013), listed the following as the business subjects in the Nigerian Secondary Schools: Accounting, Store Management, Office Practice, Insurance, Commerce, Keyboarding, Data Processing, Store Keeping, Book-Keeping, Marketing, Salesmanship and Economics. According to Nwosu (2006) the old curriculum of business subjects included the following: Commerce, Introduction to General Business Management, Economics, Principles of Account, Shorthand and Typewriting. Nwosu added that three basic factors were considered during the drawing up of the curriculum, namely: the various types of entry job the secondary school leaver will assume, the possibility of further professional growth in the field of business and the opportunity for higher academic growth in Business Education.

All the objectives of studying business subjects in senior secondary schools hinge on the technical competencies of the teacher to impart the desired knowledge to the learners. Technical competencies are very essential in the instructional delivery of business subjects. Technical competencies refer to those areas that require teacher's practical, mechanical and technological skills for effective instructional delivery in business subjects. Technical competencies are associated with technical procedures or practical tasks that are usually easy to observe, quantify and assess. Uzoka (2007) stated that technical skills training by business education graduates are of great importance.

However, a business subject teacher at secondary school level has to possess this for effective instructional delivery in business subjects. The potentialities of the teacher otherwise known as the competencies of the teacher are essential variables to consider in assessing the implementation of business subjects in Nigeria. The center of all the implementation processes is the teacher who is in very close contact with the students or learners. For this reason, Ogbonnaya (2003) asserted that the significance of engaging teachers at all stages of curriculum planning is extremely vital. He added that the curriculum which has been designed by the planners depends on the teachers to a great extent for its proper implantation. Ogbonnaya went further to state that, teachers are indispensable in the educative practice and for the success of the curriculum, there are the key factors in the operation.

The teacher is seen by Idris (2008) as a major component of the classroom, positing that male and female teachers are different in many ways. Such differences, he observed, have relative effects on the classroom setting in ways that learner perceived classes taught by male and female teachers. The instructional behaviour of teachers during classroom interactions appears to exert the most pervading influence on gender issues.

Gender inequality in achievement, attitude and interest in many fields of studies has remained a contentious issue (Hobson, 2009). Lee (2001) noted that gender is an attributed quality that differentiates female from male. The difference in competencies of male and female teachers in instructional delivery of secondary school business subjects has been reported by researchers. Udeinya (2008) and Okafor (2006) reported that male teachers are more competent than their female counterparts in implementing geography and mathematics curriculum in secondary schools while Omoogun (2009) revealed that



gender significantly affects teachers competency needs of environmental education concepts.

Mandeep and Arti (2014) revealed that there is no gender influence on the teaching competencies and emotional intelligence of secondary school teachers he studied. Onyeneho (2013) also conducted a study on the influence of experience, qualification and gender on teachers' competencies in integration of writing skills in mathematics instruction. The result revealed that competencies posed by teachers in integrating writing skills in mathematics instructions were not significantly influenced by teachers' gender. Uwamieya and Titilayo (2012) carried out a study on the professional and technical competencies needed by teachers of business studies in junior secondary schools in Ondo State of Nigeria and the findings reported that educators of business studies in Ondo State public junior secondary schools need improvement training in instructional skills to effectively plan instruction, implement and evaluate teaching/learning achievement in business studies at junior secondary school. Again, Thanomwan, Somprach and Tang (2014) studied the influence of teacher competency factors and students life skills on learning achievement. The findings showed that the independent variable teacher competency factor that is curriculum and learning management has positive effect while self development has a negative effect at 0.05 significant levels. Similarly, Abdu (2014) conducted a study titled the assessment of the implementation of Mathematics curriculum in senior secondary schools in Kano State. The result of the study showed that Mathematics curriculum contents in senior secondary schools in Kano State were not fully implemented. All these studies are similar to the present study since both studies are on instructional delivery in secondary schools; but differs from this present study in that there were not carried out on business subjects.

### **Statement of the Problem**

Since the introduction of the new curriculum in 2007, no teacher training institution has reviewed its training programme with a view to producing technically functional and competent teachers who would successfully implement the new programme. Moreover, if the curriculum of business teacher education was not reviewed to suit the new business subject curriculum in senior secondary schools, then the needed competencies for instructional delivery of the new subjects will be hampered. If there are no adequate and newer facilities for the training of business teachers for instructional delivery of the new programme in secondary schools, it will equally contribute to incompetence among teachers. Furthermore, the nature of business subjects makes it almost imperative to imbibe competencies for implementation of the new curriculum for achieving the teaching and learning objective; since it is vocationally orientated. The consequences would be the deterioration of the study of business subjects in senior secondary schools, followed by the menace the incidence would generate in the business world.

Accordingly, the researchers deemed it necessary to identify the technical competencies needed by secondary school teachers in Nigeria for effective instructional delivery in business subjects in order to overcome the above stated problems.



### **Purpose of the Study**

The purpose of the study was to identify the technical competencies needed by secondary school teachers in Nigeria for effective instructional delivery in business subjects.

### **Research Question**

What are the technical competencies needed by secondary school teachers in Nigeria for effective instructional delivery in business subjects?

### **Research Hypothesis**

**H<sub>0</sub>:** There is no significant difference in the mean ratings of male and female business teachers on the technical competencies needed by secondary school teachers in Nigeria for effective instructional delivery in business subjects. The hypothesis was tested at 0.05 level of significance

### **Methodology**

The survey research method was adopted for the study. The study was carried out in all public secondary schools in Abakaliki Education Zone of Ebonyi State. The population for this study was two hundred and two (202) business subject teachers in public senior secondary schools which consisted of 78 male and 124 females. The data for the study was collected using a structured questionnaire. The questionnaire consisted of 15 items. It was validated by three experts: two from Business Education Department and one from Measurement and Evaluation, all from Ebonyi State University, Abakaliki. The instrument was also subjected to a reliability test which yielded a reliability coefficient of 0.82. This figure indicated a high internal consistency of the instrument, meaning that the instrument was suitable for the study. Two hundred and two copies of the questionnaire were administered. The researchers and their research assistants retrieved 196 (97%) copies of the questionnaire which were used for data analysis. Mean and standard deviation was used to answer the research question, while the hypothesis was tested using t-test

### **Results**

The data collected for the study was presented and analyzed in the table below based on a research question and a null hypothesis that guided the study.

### **Research Question**

Data answering the research question are contained in Table 1



**Table 1: Mean Responses and Standard Deviation on Technical Competencies Needed by Secondary Schools Teachers in Nigeria for effective instructional delivery in business subjects**

S/N	Technical Competencies	N	$\bar{X}$	SD	Decision
1	Use the Internet to source out information on business subjects	196	3.58	0.49	Strongly Agree
2	Teach memo writing	196	3.15	0.55	Agree
3	Use the Computer to teach business subjects	196	3.33	0.79	Agree
4	Use the Projector when teaching business subjects	196	3.05	0.69	Agree
5	Teach word processing	196	3.27	0.58	Agree
6	Use chart to describe the structure of an organization	196	2.56	0.84	Agree
7	Use instructional software in lesson delivery	196	3.38	0.62	Agree
8	Teach how to create spreadsheet files	196	3.12	0.59	Agree
9	Teach the use of power point presentation	196	3.09	0.45	Agree
10	Teach the application of insurable interest in life insurance	196	2.58	0.82	Agree
11	Demonstrate the alphabetical system of filing	196	3.09	0.53	Agree
12	Teach how to handle data	196	3.07	0.72	Agree
13	Teach business letter writing	196	3.01	0.54	Agree
14	Teach report writing	196	2.98	0.49	Agree
15	Teach preparation of vouchers	196	2.98	0.69	Agree

**Source: Field Work, 2020**

The data in Table 1 indicates that item 1 had mean score of 3.58. This shows that business subjects' teachers strongly agreed that, using the internet to source out information on business subjects is a needed technical competency. However, items 2 -15 showed that the mean scores are ranging from 2.50 to 3.49. This means that the respondents also accepted the items as the technical competencies needed. Therefore, items 1-15 in the Table 1 above constitute the technical competencies needed for teaching the business subjects.



**Test of Hypothesis**

Data collected to test the hypothesis is presented in Table 2.

**Table 2: Summary of t-test Analysis of the Mean Responses of Male and Female Respondents on Technical Competencies needed for Effective Instructional Delivery in Business Subjects**

S/N	Item Statement	Gender	N	$\bar{X}$	SD	DF	t-cal	t-crit	Decision	Significance
1	Use of the Internet to source out information on business	Male	87	3.63	0.48	194	1.28	1.96	Uphold Ho	NSd
		Female	109	3.54	0.50					
2	Teach memo writing	Male	87	3.16	0.50	194	0.49	1.96	Uphold Ho	NSd
		Female	109	3.14	0.59					
3	Use the computer to teach business subjects	Male	87	3.36	0.83	194	0.17	1.96	Uphold Ho	NSd
		Female	109	3.31	0.75					
4	Use the projector when teaching business subjects	Male	87	3.12	0.64	194	1.35	1.96	Uphold Ho	NSd
		Female	109	2.99	0.53					
5	Teach word processing	Male	87	3.28	0.64	194	0.36	1.96	Uphold Ho	NSd
		Female	109	3.25	0.53					
6	Use chart to describe the structure of an organization	Male	87	2.45	0.93	194	0.06	1.96	Uphold Ho	NSd
		Female	109	2.46	0.77					
7	Use instructional software for lesson delivery	Male	87	3.37	0.59	194	0.16	1.96	Uphold Ho	NSd
		Female	109	3.39	0.65					
8	Teach how to create spreadsheet files	Male	87	3.10	0.64	194	0.50	1.96	Uphold Ho	NSd
		Female	109	3.14	0.55					
9	Teach the use of PowerPoint presentation	Male	87	3.09	0.39	194	0.00	1.96	Uphold Ho	NSd
		Female	109	2.93	0.50					



**Table 6 Continued:**

S/N	Item Statement	Gender	N	$\bar{X}$	SD	DF	t-cal	t-crit	Decision	Significance
10	Teach the application of insurable interest in life	Male	87	2.46	0.81	194	2.29	1.96	Reject Ho	Sd
		Female	109	3.06	0.81					
11	Demonstrate the alphabetical system of filing	Male	87	3.11	0.56	194	0.53	1.96	Uphold Ho	NSd
		Female	109	3.09	0.51					
12	Teach how to handle data	Male	87	3.06	0.56	194	0.26	1.96	Uphold Ho	NSd
		Female	109	3.04	0.51					
13	Teach business letter writing	Male	87	2.99	0.56	194	0.70	1.96	Uphold Ho	NSd
		Female	109	2.95	0.51					
14	Teach report writing	Male	87	3.01	0.88	194	0.90	1.96	Uphold Ho	NSd
		Female	109	3.00	0.48					
15	Teach preparation of Vouchers	Male	87	3.00	0.71	194	0.27	1.96	Uphold Ho	NSd
		Female	109	2.97	0.67					
<b>Grand Total</b>		<b>Male</b>	<b>87</b>	<b>3.11</b>	<b>0.62</b>	<b>194</b>	<b>0.62</b>	<b>1.96</b>	<b>Uphold Ho</b>	<b>NSd</b>
		<b>Female</b>	<b>109</b>	<b>3.06</b>	<b>0.12</b>					

**Source: Field Work, 2020**

**Key: NSd: No Significant difference; Sd: Significant difference**



From Table 2 above, there is no significant difference in the mean responses on all the items, except item 10 which showed a significant difference. This is because the t-calculated values as shown in Table 2 are less than the t-critical value of 1.96 at 0.05 level of significance. Therefore, the null hypothesis of no significant difference was upheld; while item 10 shows that there was a significant difference in mean response of male and female respondents on the technical competencies needed by secondary school teachers for effective instructional delivery in business subjects. The t-calculated is greater than t-critical value of 1.96 as shown in the Table. Therefore, the researchers rejected the null hypothesis regarding the item.

For all the items on the table, calculated t-value is 0.62 while the critical t-value is 1.96. Since the critical t-value is greater than the grand calculated t-value, the null hypothesis is not rejected. This implies that the mean responses of male and female respondents do not differ significantly on the technical competencies needed for effective instructional delivery in business subjects.

### **Discussions**

The result in Table 1 showed that technical competencies were needed by secondary school teachers for effective instructional delivery in business subjects. The findings are in line with Uwameiya and Titilayo (2012) who found that educators of public junior secondary schools need improvement training in technical competencies and instructional skills to effectively plan instruction implement and evaluate teaching/learning achievement in Business Studies at junior secondary schools. In the same vein, Thanomwan et al (2014) found that teacher competency factor that is, technical competency has positive effect on instructional delivery and students' life learning skills on achievement.

However, the result in Table 2 showed that the mean responses of male and female respondents do not differ significantly on the technical competencies needed by secondary school teachers in Nigeria for effective instructional delivery in business subjects. The findings are in agreement with Mandeep and Arit (2014), and Onyeneho (2013) who found that the technical competencies possessed by teachers were not significantly influenced by teacher gender. Moreso, the finding contradicts with Omoogun (2009), Udeinya (2008) and Okafor (2006) who reported that teacher gender significantly affect teacher competencies in instructional delivery.

### **Conclusions**

Based on the findings of the study, it was concluded that secondary school teachers needed the technical competencies for effective instructional delivery in business subjects. Those competencies, when they are present, can help the business teachers realize the goals and objectives of teaching business subjects to a great extent. Also, it was concluded that gender may not influence the application of the technical competencies in the teaching of business subjects.





## Recommendations

The following recommendations were made based on the findings of the study:

1. The National University Commission (NUC) should include in the minimum standard for Business Teacher Education, courses that will equip prospective business teachers with the relevant technical competencies for effective instructional delivery in business subjects.
2. The State Governments via their State Ministry of Education should sponsor their business subjects teachers in retraining programmes to upgrage their teaching skills and competencies besides providing relevant teaching facilities/conducive work environment.
3. Private school proprietors should encourage the business subjects' teachers who are already in the field to advance in technical competencies through in-service courses, seminars, symposia, and workshops.

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