



**PEDAGOGICAL AND CLASSROOM MANAGEMENT
COMPETENCIES REQUIRED FOR EFFECTIVE IMPLEMENTATION
OF THE NEW BUSINESS SUBJECTS CURRICULUM
IN SECONDARY SCHOOLS IN NIGERIA**

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Abstract:

The study sought to identify the pedagogical and classroom management competencies required for the effective implementation of the new business subjects curriculum in secondary schools in Nigeria. Two research questions and two null hypotheses 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 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 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 research questions while the hypotheses were tested at 0.05 level of significance using a t-test. The findings of the study showed that secondary school business teachers required pedagogical competencies and classroom management competencies for the implementation of the new business subjects' curriculum in secondary schools in Nigeria. It was also found from the hypotheses tested that school location did not make any significant difference in the opinion of the respondents on classroom management competencies. On the other hand, there was a significant difference in the opinion of the respondents on pedagogical competencies based on qualification. It was recommended that business teachers should be thoroughly trained in those competencies they are expected to perform when they enter the teaching field.

Keywords: competencies, secondary school business teachers, new business subject curriculum

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1. Introduction

Business subjects are those subjects that provide someone with useful and profitable abilities, understanding and attitudes or principles to facilitate someone's function in any workplace as a job creator rather than as a job seeker. Igboke and Anyigor-Ogah (2021) and Esene (2006) stated that business subjects in secondary schools are designed in a way that the recipients of the educational system participate effectively both in and out of the world around them. Business subject curriculum, according to Udeme (2014) and Egba (2017) is an organized cluster of lessons or series of subjects with deliberate knowledge needed for graduation or qualifications of a student under the supervision of a teacher in a school. Therefore, the curriculum is a school-based effort to transmit a body of knowledge and achieve certain objectives in the life of those to whom it is transmitted. The transmitters of this curriculum at the classroom level are the teachers and these teachers are the key agent in the curriculum implementation.

Okebukola in Egba (2017) describes curriculum implementation as, the transformation of the goals of the syllabus from paper to practice. Therefore, for effective implementation of a business subject's curriculum, teacher's potentialities are required and these teachers' potentialities are known as teacher competencies. According to Robison (2010), competencies are a mixture of prudent and abstract skills, psychological abilities, behavioral, value adopted to develop performance or as a condition or excellence of being effectively and competent, possessing the skills to execute a particular job. Therefore, Pedagogical competencies refer teachers' knowledge of teaching methods or teaching strategies, ability to use diverse teaching methods, knowing when and how to relate each method while implementing the new curriculum. It also refers to knowledge of classroom assessment and knowledge of structuring learning objectives and the learning process as well as lesson planning and evaluation (Fakhrutdinova, Zignashina, Mendelson & Chumarova, 2020; Channa & Zafarullah, 2022). Classroom management competencies mean teachers' action to control a class, students' behaviour and their learning. These actions include: establishing orders, addressing misbehaviors, presenting proper teaching, and taking care of scholars' psychological desires while implementing the new business subject curriculum (Meric, 2023; Hang, Thi & Lein, 2022).

All the objectives of studying business subject in senior secondary schools hinge on the potential of the teacher to impact the desired knowledge to the learners. 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 centre of all the implementation processes is the teacher who is in very close contact with the students or learners in the classroom settings. Behind the proper implementation of any curriculum venture or policy are extremely qualified, driven and competent school teachers (Ibrahim, 2010). The place of teachers in achieving sustainable development in lesson delivery is important. Mgbodile (2004) stated that plans and policies may be well documented, the implementation ways well printed and the

organizational structure well set, but to reach the objectives, it is the teacher that stands as the deciding factor.

Several researchers repeated that teacher quality and characteristics, what teachers think, believe and do, their qualifications and location of teaching, eventually determine their level of performance and the quality of education (Freeman, 2005 and Ola, 2006). Studies have shown that the qualifications of teachers affect school achievement to the extent that business subjects' teachers with teaching qualifications tend to succeed more than their non-teaching counterparts. Teachers with teaching qualifications are referred to as professional business subjects teachers with the following qualification of education: BA(Ed.), B.Sc(Ed), PGDE(Ed), MA(Ed.), etc. in business subjects while the non-teaching qualifications are referred to as those who are not professional teachers and they are likely to have the following qualification: ND, HND, B.Sc, MA, BAetc. Okeke (2008); Igboke and Anyigor-Ogah (2021) affirmed that teachers with teaching qualifications have the confidence and courage to use their initiative to impact experiences positively on the students for improved performance.

Furthermore, there is age-long controversy on whether school location has an impact on teacher competencies. The location of the school connotes an area where a school is suited. It could be urban or rural. The location of schools comes into play here because it may determine some vital learning ingredients such as learning facilities infrastructure, number of teachers and class size. However, researchers report on the competencies of teachers has been associated with location. Igboke and Anyigor-Ogah (2021); Omoogun (2009), reported that location significantly affects teachers' competency needs in the environmental education concept.

Previously, Astuty (2015) carried out a study captioned, implementation analysis of lecturers' pedagogical competencies on students' achievement at Indonesia. The results showed that when four lecturers' competencies (pedagogical, personality, professional and attitude) are applied independently, only pedagogical competencies which significantly influence students' achievement. Also, the study revealed that when the four lecturers' competencies are applied at once in the learning process, it shows a significant effect on students' academic achievement. Chime (2013) studied on assessment of teachers' competencies in the teaching of entrepreneurship education in secondary schools. The result showed that teachers do not use a variety of teaching and learning of entrepreneurship education, they use only lecture and demonstration methods; Teachers with B.Sc(Ed) Account qualification are high in number in secondary schools teaching entrepreneurship education followed by Account/Economics next B.Sc(Ed) economics and last B.Sc Economics; Location influences the teaching methods adopted by the teachers in teaching entrepreneurship education in science schools in favour of rural teachers; there is a significant difference in urban and rural teachers on the method of teaching adopted. Mardia (2014) studied the professional competencies, pedagogical competencies and the performance of junior high school of science teachers. The findings show that there is a positive influence on the performance of professional

competencies of junior high schools in Ternate. There is a positive influence on the performance of pedagogical competencies in junior secondary school science teachers in Ternate. Both Professional and pedagogical competencies gave a positive effect on the performance of junior high school science teachers in Ternate. Iro (2012) carried out a study captioned: "Competencies needed by business education teachers for improving the teaching of business studies teachers in post-primary schools in Afikpo South Local Government Area of Ebonyi State". The findings revealed that methods used by business education teachers in teaching business studies include: Lecture methods, field trips, discussion methods and demonstration methods. The study also revealed knowledge of secretarial jobs, knowledge of clerical and administrative jobs, knowledge of marketing and commerce, knowledge of manual typing, computer and shorthand.

It is based on this ground that the present study is designed to identify the pedagogical and classroom management competencies required for the effective implementation of the new business subjects curriculum in secondary schools in Nigeria.

2. Statement of the Problem

The emergence of a new curriculum for secondary schools led to the introduction of new business subjects to senior secondary schools syllabus. This brought challenges in the implementation of the curriculum. Researchers have argued that some of the business education subjects in secondary schools these days are not taught well by business subject teachers as a result of the explication and expansion of some of the subjects in the old curriculum to form the new and better curriculum. Although, the teachers of business subjects in the senior secondary schools received business education training, the training was not geared towards the implementation of the new curriculum. Teachers of business subjects might have acquired business subjects teaching competencies in the past. Nevertheless, the explication, ingestion, and expansion of the business subjects in the old curriculum created teaching competencies gaps, in the sense that new ideas require new competencies. Accordingly, the researcher deemed it necessary to identify the pedagogical and classroom management competencies required for the effective implementation of the new business subject's curriculum in secondary schools in Nigeria in order to overcome above stated problems.

2.1 Purpose of the Study

The study was guided by the following objectives:

- 1) Pedagogical competencies required for effective implementation of the new business subjects curriculum in secondary schools in Nigeria.
- 2) Classroom management competencies required for effective implementation of the new business subjects curriculum in secondary schools in Nigeria.

2.2 Research Questions

The study was guided by the following research questions:

- 1) What are the pedagogical competencies required for effective implementation of the new business subjects curriculum in secondary schools in Nigeria?
- 2) What are the classroom management competencies required for the effective implementation of the new business subjects curriculum in secondary schools in Nigeria?

2.3 Research Hypotheses

The following null hypotheses were tested at a 0.05 level of significance.

HO₁: The mean rating of business teachers on the pedagogical competencies required for effective implementation of the new business subject's curriculum in secondary schools in Nigeria does not differ based on qualification.

HO₂: The mean ratings of urban and rural business teachers on the classroom management competencies required for effective implementation of the new business subject's curriculum in secondary schools in Nigeria do not differ based on location.

3. Methodology

The survey 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 consist of 78 males and 124 females. The data for the study was collected using a structured questionnaire. The questionnaire consisted of 20-item statements. It was validated by three experts: two from the business education department and one from measurement and evaluation, all from Ebonyi State University Abakaliki. The instrument was also subjected to a reliability test. The instrument 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 two copies of the questionnaire were administered. The researcher and her research assistants retrieved 196 (97%) copies of the questionnaire and these were employed for data analysis. Mean and standard deviation was used to answer the research question, while the hypothesis was tested using a t-test.

4. Results

Research Question One: What are the Pedagogical competencies required for the effective implementation of the new business subjects' curriculum in secondary schools in Nigeria?

Data answering the above research question are contained in Table 1.

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Table 1: Mean Responses and Standard Deviation on Pedagogical Competencies Required for Effective Implementation of the New Business Subjects Curriculum in Secondary Schools

S/N	Pedagogical Competencies	N	X	SD	Decision
1	Formulate concrete objectives for a lesson of business subjects	196	3.25	0.50	Agree
2	Use various assessment strategies	196	3.11	0.68	Agree
3	Design lesson plan	196	3.11	0.73	Agree
4	Develop test instruments	196	3.04	0.41	Agree
5	Use questioning method of teaching	196	3.11	0.81	Agree
6	Use demonstration method of teaching	196	3.10	0.30	Agree
7	Use discussion method of teaching	196	2.93	0.69	Agree
8	Apply problem solving method of teaching	196	2.68	1.08	Agree
9	Use field trips	196	2.59	0.81	Agree
10	Use the project methods	196	3.33	0.79	Agree

From the data collected and analyzed in Table 1, the result indicates that the respondents agreed all the items as pedagogical competencies required for effective implementation of the new business subjects' curriculum in secondary schools in Nigeria. This is because each of the items had mean scores above 2.50.

Research Question 2: What are the classroom management competencies required for the effective implementation of the new business subjects' curriculum in secondary schools in Nigeria?

Data answering the above research question are contained in Table 2.

Table 2: Mean Responses and Standard Deviation on Classroom Management Competencies Required for Effective Implementation of the New Business Subjects Curriculum in Secondary Schools

S/N	Classroom Management Competencies	N	X	SD	Decision
11	Maintain classroom rules and routine	196	3.76	0.42	Strongly Agree
12	Provide proper classroom procedure	196	2.73	0.93	Agree
13	Use positive reinforcement	196	3.75	0.48	Strongly Agree
14	Employ visual materials to stimulate interest and understanding	196	3.28	0.56	Agree
15	Monitor Students' progress throughout the lesson	196	3.01	0.42	Agree
16	Provide opportunities for teacher-students interaction	196	3.15	0.36	Agree
17	Create a good sitting arrangement	196	3.01	0.42	Agree
18	Provide opportunities for student-students interaction	196	2.79	0.80	Agree
19	Build on students' conceptual knowledge when introducing the new concepts	196	3.02	0.56	Agree
20	Assess understanding before progressing to the next level	196	2.79	0.59	Agree

From the results of the analysis presented in Table 2, as indicated by items 11 to 20, it was deduced that the respondents rated item 11 and 13 as strongly agree while items 12, 14, 15, 16, 17, 18, 19 and 20 are rated as agreed. Since each of the items attained a mean score above 2.50; therefore, respondents accepted all the items as the classroom management competencies required for the effective implementation of the new business subjects' curriculum in secondary schools in Nigeria.

4.1 Test of Hypotheses

HO₁: The mean rating of business teachers on the pedagogical competencies required for effective implementation of the new business subject's curriculum in secondary schools in Nigeria does not differ based on qualification.

Data answering the above hypothesis are contained in Table 3.

Table 3: Summary of t-test Analysis of the Mean Responses of Business Subject Teachers with Teaching Qualification and Those with Non-Teaching Qualification on Pedagogical Competencies Required for Effective Implementation of the New Business Subject Curriculum in Secondary School

S/N	Qualification	N	X	SD	DF	t-cal	t-crit	Decision	Sig.
1	Teaching	83	3.34	0.61	194	2.41	1.96	Reject H ₀	Sd
	Non-Teaching	113	3.17	0.38					
2	Teaching	83	3.24	0.43	194	2.20	1.96	Reject H ₀	Sd
	Non-Teaching	113	3.02	0.80					
3	Teaching	83	3.26	0.69	194	2.52	1.96	Reject H ₀	Sd
	Non-Teaching	113	3.00	0.74					
4	Teaching	83	3.12	0.32	194	2.32	1.96	Reject H ₀	Sd
	Non-Teaching	113	2.98	0.46					
5	Teaching	83	2.95	0.88	194	2.39	1.96	Reject H ₀	Sd
	Non-Teaching	113	3.23	0.74					
6	Teaching	83	3.12	0.32	194	0.72	1.96	Uphold H ₀	NSd
	Non-Teaching	113	3.08	0.28					
7	Teaching	83	2.75	0.74	194	0.83	1.96	Uphold H ₀	NSd
	Non Teaching	113	3.07	0.62					
8	Teaching	83	2.75	1.09	194	3.19	1.96	Reject H ₀	Sd
	Non-Teaching	113	2.62	1.07					
9	Teaching	83	2.71	0.91	194	1.76	1.96	Reject H ₀	Sd
	Non-Teaching	113	2.50	0.72					
10	Teaching	83	3.60	0.49	194	4.46	1.96	Uphold H ₀	NSd

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	Non-Teaching	113	3.13	0.86					
Grand Total	Teaching	83	3.08	0.65	194	0.67	1.96	Reject H₀	Sd
	Non-Teaching	113	0.67	0.67					

Key: NSd: No Significant difference; Sd: Significant difference; Sig: Significance

Table 3 shows each of the calculated t-value for item 1 – 10. Items 1, 2, 3, 4, 5, 7, and 10 show that there was a significant difference in the mean responses of the respondents based on qualification regarding pedagogical competencies required for effective implementation of new business subjects’ curriculum in secondary schools. This is because the t-calculated values are greater than the t-critical value of 1.96 as shown in the Table. Therefore, the null hypothesis of no significant difference was rejected while items 6, 8 and 9 show that there was no significant difference in the mean response of business subjects teachers based on qualification on pedagogical competencies required for effective implementation of new business subjects’ curriculum in secondary schools in Nigeria. This is because the t-calculated is less than the t-critical value of 1.96 as shown in the Table. Therefore, the researcher upheld the null hypothesis as regard to the items.

The grand calculated t-value is 2.28 while the critical t-value is 1.96. Since the grand calculated t- value is greater than the critical t-value, the null hypothesis is rejected. This implies that the mean responses of business teachers with a teaching qualification and those with non-teaching qualification differ significantly on the pedagogical competencies required for effective implementation of new business subjects curriculum in secondary schools in Nigeria.

HO₂: The mean ratings of urban and rural business teachers on the classroom management competencies required for effective implementation of the new business subject’s curriculum in secondary schools in Nigeria do not differ based on location.

Data answering the above hypothesis are contained in Table 4.

Table 4: Summary of t-test Analysis of the Mean Responses of Urban and Rural Business Subject Teachers on Classroom Management Competencies Required for Effective Implementation of the New Business Subject curriculum in Secondary Schools

S/N	Location	N	X	SD	DF	t-cal	t-crit	Decision	Sig.
11	Urban	69	3.80	0.39	194	1.16	1.96	Uphold H ₀	NSd
	Rural	127	3.77	0.44					
12	Urban	69	2.69	0.99	194	0.69	1.96	Uphold H ₀	NSd
	Rural	127	2.77	0.89					
13	Urban	69	3.82	0.38	194	1.43	1.96	Uphold H ₀	NSd
	Rural	127	3.71	0.58					
14	Urban	69	3.32	0.65	194	0.68	1.96	Uphold H ₀	NSd
	Rural	127	3.26	0.34					

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15	Urban	69	3.07	0.43	194	1.65	1.96	Uphold H ₀	NSd
	Rural	127	3.96	0.41					
16	Urban	69	3.10	0.30	194	1.42	1.96	Uphold H ₀	NSd
	Rural	127	3.18	0.38					
17	Urban	69	3.04	0.32	194	0.69	1.96	Uphold H ₀	NSd
	Rural	127	3.00	0.46					
18	Urban	69	2.88	0.80	194	1.09	1.96	Uphold H ₀	NSd
	Rural	127	2.75	0.80					
19	Urban	69	3.08	0.61	194	1.12	1.96	Uphold H ₀	NSd
	Rural	127	2.99	0.53					
20	Urban	69	2.76	0.60	194	0.44	1.96	Uphold H ₀	NSd
	Rural	127	2.80	0.58					
Grand Total	Urban	69	3.16	0.56	194	1.04	1.96	Uphold H₀	NSd
	Rural	127	3.22	0.54					

Key: NSd: No Significant difference; Sd: Significant difference; Sig: Significance

Table 4 shows each of the calculated t-value for item 11 – 20. The t-test analysis presented in Table 4 revealed that there was no significant difference in the mean responses of business teachers based on the location regarding classroom management competencies required for effective implementation of new business subjects curriculum in secondary schools in Nigeria in all the items. The grand calculated t-value is 1.04 while the critical t-value is 1.96. Since the grand calculated value is less than the critical value, the hypothesis is retained. This implies that the mean responses of urban and rural business teachers on the classroom management competencies required do not depend on school location.

5. Discussions

Table 1 on the pedagogical competencies, indicated that all the pedagogical competencies listed are required for the effective implementation of the new business subjects' curriculum in secondary schools. The findings are in line with Channa et al, (2022) and Iro (2014) who found that lecture methods, field trips, and discussion methods are methods used by teachers of business studies in improving the teaching of business studies in post-primary schools in Afikpo South Local Government Area of Ebonyi State. Furthermore, Hypothesis one (H₀₁), in Table 3 showed the grand calculated t-value is 2.28 while the critical t-value is 1.96. Since the grand calculated t- value is greater than the critical t-value, the null hypothesis is rejected. This implies that the mean responses

of business teachers with a teaching qualification and those with non-teaching qualification differs significantly on the pedagogical competencies required for effective implementation of the new business subjects curriculum in secondary schools in Nigeria. The findings are in agreement with Kajuru, Ibrahim and Oluleye (2015) where their study discovered that there was a significant difference between teacher qualification and students' performance in further Mathematics among senior secondary schools in Kaduna State, Nigeria. Also, the study concurs with the study of Astuty (2015) who found that if four lecturers' competencies (pedagogical, personality, professional and attitude) are applied separately, only pedagogical competencies significantly influence students' achievement but when the four lecturers' competencies are applied simultaneously in the learning process, it shows a significant effect on students' academic achievement.

From the results of the analysis presented in Table 2 as indicated by items 11 to 20, it could be deduced that all the classroom management competencies are required for effective implementation of the new business subject curriculum in secondary schools. The findings are in conformity with the study of Meric (2023) and Onwuasoanya (2009) who found that: keeping students' interest in classroom activities; providing opportunities for teacher – students' interaction; providing opportunities for students – students interaction; managing facilities in the classroom; regulating the social behavior of students in the classroom; anticipating students behavioral problems and motivating students to take responsibility for their action as the classroom management and organization needed for teaching Fine Art and Applied Art in secondary schools. Marh & Sass in Mohammad & Bafrin (2015) stated that classroom management is teachers' action to control class, students' conduct, and their learning. Supporting the above view, Emmer and Stought (2001) stated that the teacher's actions to manage class include works like establishing order, coping with wrongdoing, giving applicable instruction, and taking care of students' psychological needs. Again, hypothesis two (H_{02}) in Table 4 revealed that the grand calculated t-value is 1.04 while the critical t-value is 1.96. Since the grand calculated value is less than the critical value, the hypothesis is retained. This implies that the mean responses of urban and rural business teachers on the classroom management competencies required do not depend on school location. The findings contradict with Chime (2013) who discovered that location influences the teaching methods adopted by teachers of entrepreneurship education in favour of rural teachers. Moreso, the findings contradict with Hafisa (2010) who reported that a teacher's level of classroom management is greatly influenced by a school's geographical location. Also, Kearney cited in Hafisa (2010) stated that the classroom, the school, the neighborhood or the community, and the city or area where the school is located directly or indirectly influence the way a teacher performs his/her duties either positively or negatively.

6. Conclusions

Based on the findings of the study, it was concluded that business teachers required pedagogical competencies and classroom management competencies, those competencies when they are present can help the business teachers realize the goals and objectives of teaching his/her subject to a great extent. Also, it was concluded that school location is not a determinate factor for classroom management competencies required while qualification is a factor in the pedagogical competencies required for effective implementation of the new business subject's curriculum in secondary schools in Nigeria.

7. Recommendations

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

- 1) That business subjects' teachers should be thoroughly trained in classroom management competencies they are expected to perform when they enter the teaching field. In other words, their training should be competency-based, using the important competencies for effective teaching of business subjects in secondary schools.
- 2) In-service training programmes should be organized for the non-professional business subjects' teachers based on the pedagogical competencies required for effective implementation of the new business subjects' curriculum in secondary schools.

Conflict of Interest Statement

The author declares no conflicts of interest.

About the Author

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