

COMPETENCY NEEDS OF ECONOMICS LECTURERS FOR EFFECTIVE TEACHING IN COLLEGES OF EDUCATION IN ANAMBRA STATE

Okpalanwabude Ifeoma Florence & Anyachebelu Uzoma Mirian

Department of Economics, Nwafor Orizu College of Education, Nsugbe dorisvin2002@yahoo.com
080346450008, zommym@gmail.com 08033405496

Abstract

This study was conducted to determine the competency needs of Economics lecturers for effective teaching in colleges of education in Anambra state. Three research questions guided the study. Descriptive survey research design study was adopted for the study. Population of the study comprised all the 22 Economics educators from the two colleges of education in Anambra state. The entire population was studied without sampling because the size was not too large. A structured questionnaire titled "Capacity Building Needs of Economics Educators for Effective Teaching Questionnaire (CBNEETQ)" was used to collect data from the respondents. The instrument contained 31 items in three sections according to the research questions. Weighted mean and Improvement Need Index (INI) was used to determine the performance gap. Findings of the study indicated among others that Economics lecturers needed capacity building in the area of pedagogy. Based on the findings, it was recommended that institutions should provide capacity building opportunities for teachers to build their capacities for effective teaching, among others.

Keywords: Economics, Capacity building, Pedagogy, Technology integration, Assessment.

Introduction

Economics education plays a vital role in preparing students for careers in various fields, including business, government, and finance. Economics as a course is concerned with human behavior such as how people choose among alternatives to satisfy their numerous wants and how they earn their living. It is a social science and so analyses issues systematically, have a methodological reasoning procedure and its numerous theories can be tested to establish their validity (Sukanya & Arvind, 2018). According to Adam Smith, Economics is an inquiry into the nature and causes of the wealth of nations. Alfred Marshall saw Economics as the means to an end. For the purpose of this study, Economics is a subject matter taught in education institutions to impact in students the ability to make rational choices among alternatives. This implies that Economics is capable of equipping students with the skills and knowledge needed to face the economic challenges of the twenty-first century. This necessitates that teachers abandon their traditional teaching practices and classroom routines in favor of new and relevant pedagogy. The content of Economics curriculum entails all the vital contents, principles, facts, systems and institutions of the economy that the teacher is supposed to expose to the students. Effective teaching of Economics is crucial in developing students' understanding of economic concepts and principles.

Effective teaching means impacting knowledge in a systematic way to make learning occur in the mind of the learner. It requires detailed planning and preparation while focusing beyond the delivery of content to stimulating students to engage critically with the content (Race, 2015). Okebukola (2018) opined that effective teaching in education is the process of monitoring, assessing and evaluating all aspects of the education activities and communicating the outcome to all concerned with a view of improving the products of the education system. For the purposes of this study, Effective teaching in Economics means the use of clearly stated objectives as well as illustrated teachings and effective evaluation techniques to help Economics students acquire meaningful knowledge, skills, abilities and competencies to help them think and take rational decisions regarding classroom and other life problems. Effective teaching is enhanced through teacher competency building.

Competency refers to the possession of the knowledge, skills, abilities and personal attributes necessary to perform a specific job or role effectively (Wordu & Eme 2020). Competency building refers to the process of equipping teachers with the necessary skills, knowledge, and attitudes to improve their performance (Evdokia & Adenike, 2019). In teacher competency building, Egbo in Ayeni (2020) opined that the focus should be on the following areas: policy,

training, pedagogy; infrastructure development; teacher welfare and empowerment; integrating technology across curriculum, effective classroom management, assessment and evaluation, among others. New studies and pedagogies are constantly being developed in education. It is therefore vital to build the capacities of teachers to experiment and adopt cutting-edge strategies that meet the demands and styles of a wide range of students. Ngerem, Nwanorue and Isiwu (2021) submitted that there are changes and upgrading in instructional delivery and teachers need to build their capacities to keep abreast of these changes. They further stated that some teachers find it hard to correctly plan, organize, implement and evaluate instructions to make learners understand what is being taught.

Furthermore, in a technological driven world, the Economics teacher needs to integrate technology in the classroom operations for effective teaching. Ezeugbor, 2017 and Ayeni (2020) noted that education cannot function without digital technology. This means that in order to create more engaging and productive learning environment, teachers need to be able to effectively use technological resources in their lesson deliveries. Teachers need to integrate technology into their teaching in order to drive innovation and progress as well as helping students bridge the technological gap and ensure effective teaching (Daniel, 2023; Lisenbee, 2016). More so, at the end of teaching-learning situation, there is need to ascertain the extent teaching has brought about desirable changes in the learner's cognitive, affective and psychomotor behavior or the extent predetermined educational and instructional goals have been accomplished. This is ascertained through continuous assessment and evaluation. This procedure considers students' performance over the course of their education and is more indicative of a student's overall ability than a single examination. (Nworgu, 2015). Nworgu (2015) lamented that assessment and evaluation demands highly technical and computational skills but many teachers do not have sufficient and current knowledge of test construction mechanics, yet it is required of them to make several tests every week or month. This means that the capacities of teachers need to be built to enable them acquire technical and computational skills needed to assess their students effectively.

Situational analysis seems to suggest that some Economics teachers in colleges of education in Anambra State appear to lack the necessary skills and knowledge to teach effectively for instance, Amah et al (2019) evidenced that Economics teachers are ready for the use of blended learning only to a little extent.

This implies that Economics teachers are likely not using this effective strategy in teaching. According to Daniel, (2023), several factors contribute to this challenge, including inadequate training, lack of exposure to modern teaching methods, and insufficient resources. As a result, students' performance in Economics appears to have been disappointing, and some graduates are probably not adequately prepared for the workforce. Therefore, competency building for Economics teachers is essential to address these challenges.

This study aims to investigate the competency needs of Economics teachers in colleges of education in Anambra State, identify the gaps in their knowledge and skills, and determine the areas that require improvement.

Problem of the Study

Despite the crucial role of Economics education in preparing students for careers in various fields, some Economics lecturers in colleges of education in Anambra State seem to lack the necessary skills and knowledge to teach effectively. For instance, some appear to be unable to prepare online lessons and module. Some seem to lack the ability to use real-world examples and case studies for effective teaching. This probably results to poor students' performance in Economics, inadequate preparation of students for the workforce, limited application of modern teaching methods and technologies, among others. One therefore wonders if these teachers have the needed capacities for effective teaching hence this study on competency needs of Economics teachers for effective teaching in colleges of education in Anambra State.

Purpose of the Study

The main purpose of this study was to determine competency needs of Economics teachers for effective teaching in colleges of education in Anambra State. Specifically, the study determined:

1. Ascertain the pedagogical needs of Economics teachers for effective teaching in colleges of education in Anambra state.
2. Ascertain the technology integration needs of Economics teachers for effective teaching in colleges of education in Anambra state.
3. Ascertain the assessment and evaluation needs of Economics teachers for effective teaching in colleges of education in Anambra state.

Research Questions

The following research questions guided the study:

1. What are the pedagogical needs of Economics teachers for effective teaching in colleges of education in Anambra state?
2. What are the technology integration needs of Economics teachers for effective teaching in colleges of education in Anambra state?
3. What are the assessment and evaluation needs of Economics teachers for effective teaching in colleges of education in Anambra state?

Research Methods

A descriptive survey design was adopted for the study. This was done by seeking the opinions of Economics educators on the problem of the study. The study was carried out in the two Colleges of Education in Anambra State namely; Nwafor Orizu College of Education, Nsugbe (NOCEN) and Federal College of Education (Tech), Umuze (FCETU). The population was made up of 22 Economics educators (9 in FCETU and 13 in NOCEN). The whole population was studied without sampling because the size was not too large. The instrument for data collection was a questionnaire constructed by the researchers based on specific objectives and research questions. A structured questionnaire titled "Competency Building Needs of Economics Educators for Effective Teaching Questionnaire (CBNEETQ)" was used to collect data from the respondents. The questionnaire contained 31 items and was sub-divided into Parts A and B. Part A is an introduction that contains items that sought information on the demographic data of respondents. The part B was further divided into sections which contained items based on research questions developed to guide the study. The part B which is made up of in three sections of Section 1, Section 2 and Section 3 were divided into two components of 'needed' and 'performance'. The 'needed' component was assigned four point response options of Highly Needed (4), Average Needed (3), Slightly Needed (2) and Not Needed (1), while the 'Performance' Component was assigned a four point response options of High Performance (HP), Average Performance (AV), Low performance (LP) and No Performance (NP) with corresponding values of 4, 3, 2, and 1 respectively.

The instrument was validated by three experts from the Faculty of Education, Nnamdi Azikiwe University, Awka. The instrument was pilot tested to ensure its reliability and the data collected was analyzed using internal consistency method using Cronbach Alpha and reliability coefficient values of 0.74, 0.73 and 0.72 for the three sections respectively and overall reliability coefficient of 0.73. The questionnaire was administered by the researchers using direct administration method. All the 22 copies of the questionnaire administered were retrieved and used for analysis representing 100% return rate.

The data obtained were analyzed using Weighted Mean and Improvement Need Index (INI). To determine the performance gap of the lecturers, the following steps were taken: first, the weighted mean of each item under the need column which is X_n was calculated, secondly, the weighted mean of each items under the performance column which is X_p was calculated, thirdly, the difference between the two weighted mean for each item (ie $X_n - X_p = PG$) was determined. Where the difference which is the need or Performance Gap was zero (0) for each item, it means there was no need for competency building of lecturers since the level at which the skill item was needed was equal to the level at which the lecturers could perform the skill. Again, Where the difference which is the need or Performance Gap was negative (-) for each item, it means there was no need for competency building given the fact that the level at which the skill item was needed was lower than the level at which the lecturers could perform the skill. Furthermore, where the difference (Need/Performance Gap) was positive (+) for each item, it means that the lecturers needed competency building because the level at which the skill item was needed was higher than the level at which the lecturers could perform the skill. The analysis was done by the researchers using Statistical Package for Social Science (SPSS) 22 Versions.

Results

Research Question 1: What are the pedagogical needs of Economics teachers for effective teaching in colleges of education in Anambra state?

Table 1: Mean Ratings of Respondents on pedagogical needs of Economics teachers for effective teaching in colleges of education in Anambra state

S/N	ITEMS	X _n	X _p	X _n -X _p (PG)	REMARKS
1	Skill in lesson planning and design	3.60	3.22	0.38	CBN
2	Skill in using interactive and engaging teaching methods	3.65	2.07	1.58	CBN
3	Skill in differentiated instruction and inclusive teaching practices	3.85	2.24	1.61	CBN
4	Ability to facilitate critical thinking and problem-solving for effective teaching	3.55	2.05	1.5	CBN
5	Lesson presentation skills	3.55	3.05	0.50	CBN
6	Ability to encourage student participation and engagement	3.60	2.98	0.62	CBN
7	Ability to create a supportive and inclusive learning environment	3.51	3.03	0.48	CBN
8	Skill in encouraging inquiry-based and experiential learning	3.44	2.66	0.78	CBN
9	Ability to use real-world examples and case studies	3.20	2.57	0.63	CBN
10	Ability to develop and use effective visual aids and multimedia resources	3.64	3.09	0.55	CBN
	Cluster mean	3.77	3.02	0.75	

Source: authors' computation, 2024

Keys: X_n = Mean of Needed; X_p = Mean of Performance; CBN = Competency Building Needed, CBNN = Competency Building Not Needed

Table 1 shows that the performance gap values of all the 10 items ranged from 0.38 to 1.61 and were positive. This indicates that the lecturers needed competency building in all the 10 items in pedagogical

needs for effective teaching in colleges of education in Anambra state.

Research Question 2: What are the technology integration needs of Economics teachers for effective teaching in colleges of education in Anambra state?

Table 2: Mean Ratings of Respondents on technology integration needs of Economics teachers for effective teaching in colleges of education in Anambra state

S/N	ITEMS	X _n	X _p	X _n -X _p =PG	REMARK
1	Ability to utilize digital resources for effective teaching	3.67	3.04	0.63	CBN
2	Skill in facilitating online collaborations and discussions	3.77	3.01	0.76	CBN
3	Skill in creating engaging multimedia presentations for effective teaching	3.77	3.39	0.38	CBN
4	Ability to implement digital assessment and feedback tools	2.97	2.51	0.46	CBN
5	Ability to use virtual guest speakers and field trips for effective teaching	3.97	3.61	0.36	CBN
6	Skill in developing online lessons and modules	3.59	3.12	0.47	CBN
7	Ability to use technology to support differentiated instruction	3.60	3.03	0.57	CBN
8	Skill in creating online resources for student independent learning	3.73	2.90	0.83	CBN

9	Ability to use learning management systems (LMS) to organize and share resources	3.79	3.25	0.54	CBN
10	Ability to engage in online professional development and communities of practice	3.95	3.32	0.63	CBN
11	Ability to utilize economic software and tools	3.55	3.20	0.35	CBN
	Cluster mean	3.60	3.13	0.47	

Source: authors' computation, 2024

Keys: Xn = Mean of Needed; Xp = Mean of Performance; CBN = Competency Building Needed, CBNN = Capacity Building Not Needed

Table 2 shows that the performance gap values of all the 11 items ranged from 0.35 to 0.83 and were positive. This indicates that the lecturers needed competency building in all the 10 items in technology integration needs for effective teaching in colleges of education in Anambra state.

Research Question 3: What are the assessment and evaluation needs of Economics teachers for effective teaching in colleges of education in Anambra state?

Table 3: Mean Ratings of Respondents on assessment and evaluation needs of Economics teachers for effective teaching in colleges of education in Anambra state

S/N	ITEMS	Xn	Xp	Xn-Xp (PG)	REMARKS
1	Ability to design valid and reliable assessments	3.19	3.24	-0.05	CBNN
2	Ability to align assessments with learning objectives and outcomes	3.65	2.07	1.58	CBN
3	Skills in using formative assessments to monitor student progress	3.85	2.24	1.61	CBN
4	Ability to implement summative assessments to evaluate student learning	3.77	3.02	0.75	CBN
5	Ability to provide constructive feedback to students	3.64	3.09	0.55	CBN
6	Skill of using assessment data to inform instruction and adjust teaching strategies	3.20	2.55	0.65	CBN
7	Ability to assess student ability to apply economic thinking to real-world scenarios	3.55	2.04	1.51	CBN
8	Ability to develop assessments that accommodate diverse learning needs	3.55	3.05	0.50	CBN
9	Ability to evaluate student critical thinking, problem-solving, and analytical skills	3.60	2.96	0.64	CBN
10	Staying updated on new assessment methods and tools	3.49	3.03	0.46	CBN
	Cluster mean	3.44	2.66	0.78	CBN

Source: authors' computation, 2024

Keys: Xn = Mean of Needed; Xp = Mean of Performance; CBN = Competency Building Needed, CBNN = Competency Building Not Needed

Table 3 shows that the performance gap values of all the 9 items ranged from 0.46 to 1.61 and were positive. This indicates that the lecturers needed capacity building in these 9 items in assessment and evaluation needs for effective teaching in colleges of education in Anambra state. One out of the 10 items had a performance gap value of -0.05, showing that the lecturers do not need capacity building on the item since the level at which the item is needed was lower than the level at which the lecturers could perform the item for effective teaching in colleges of education in Anambra state. This means that Economics lecturers do not need competency building on ability to design valid and reliable assessments.

Discussion of the Findings

Findings of the study revealed that Economics lecturers in colleges of education need pedagogical competency building. The implication of this finding is that Economics lecturers do not possess the requisite capacities for using interactive and engaging teaching methods, using differentiated instruction and inclusive teaching practices, facilitate critical thinking and problem-solving for effective teaching, among others. This finding collaborates the submission of Ngerem, Nwanorue and Isiwu (2021) that there are changes and upgrading in instructional delivery and teachers need to build their capacities to keep abreast of these changes.

The finding from research question two showed that Economics lecturers in colleges of education need competency building in the area of technology integration in class room operations for effective teaching. This means that they need competency building on how to utilize digital resources, facilitate online collaborations and discussions, developing online lessons and modules and so on for effective teaching. This finding aligns with Daniel (2023) as well as Ahmad and Nisa (2016) that teachers need to integrate technology into their teaching in order to drive innovation and progress as well as helping students bridge the technological gap and ensure effective teaching.

Findings from research question three evidenced that Economics lecturers in colleges of education do not

need competency building on ability to design valid and reliable assessments. However, they need competency building in the area of other assessment and evaluation items for effective teaching. That is to say, they need capacity building on how to provide constructive feedback to students, how to implement summative assessments to evaluate student learning, how to align assessments with learning objectives and outcomes and so on. This finding is in line with Nworgu (2015) who lamented that assessment and evaluation demands highly technical and computational skills but many teachers do not have sufficient and current knowledge of test construction mechanics, yet it is required of them to make several tests every week or month.

Conclusion

Based on the research objectives, data were collected, analyzed and interpreted. The findings revealed that the competency building needs of Economics lecturers in colleges of education for effective teaching are in the areas of pedagogy, technology integration and assessment and evaluation. Building Economics lecturers' capacities in these areas will bring about effective teaching.

Recommendations

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

1. Faculty administrators should encourage mentorship and collaboration among teachers to ensure exchange of ideas and best practices in teaching. This will help teachers solve their pedagogical needs for effective teaching.
2. Institutions should provide training and capacity building opportunities for teachers to provide their technology integration needs for effective teachings. Such opportunities will equip them with relevant and current skills, abilities and competencies to enable them integrate technology in classroom operations.
3. Resource persons can be invited to the college by the college management to build teachers capacities in the area of assessment and evaluation for effective teaching.

References

- Ahmad, S.& Nisa, M. (2016). The significance of educational technology in teaching –learning process. *International Journal of Indian Psychology*, 4, 163 - 170
- Amah, U. V., Nzegwu, R. C. & Okoli, J. O. (2019). Preparedness for the use of blended learning in teaching of Economics in schools in Aguata zone, Anambra state. *Multidisciplinary Journal of Academic Excellence*, 19(1), 164-174
- Ayeni, A. J. (2020). Teachers' capacity building and productivity in secondary schools in Ondo North Senatorial District of Ondo state, Nigeria. *Innovative Studies: International Journal*, 3(1), 1-7
- Daniel, A. (2023). Supporting technology integration for teachers. Retrieved from <https://www.globalpartnership.org>
- Evdokia, P. & Adenike, A. (2019). Technology integration in education: Effectiveness, pedagogical use and competence – A cross-sectional study on teachers' and students' perceptions in Muscat, Omat. *International Journal on Math, Science and Technology Education*, 7(1), 101 – 123.
- Ezeugbor, C. O. (2017). Application of total quality management principles for improvement of secondary schools in Anambra state, Nigeria. *International Journal of Management Studies*, 3(12), 19-31
- Lisenbee, S. P. (2016). Generation gap between students' needs and teachers' use of technology in classrooms. *Journal of Literacy and Technology*, 17(1), 100 - 125
- Ngerem, N. Nwanorue, O. & Isiwu, N. (2021). Technology integration in education: Effectiveness, Pedagogical use and competence. *International Journal on Mathematics, Science and Technology Education*, 2(4), 40- 52
- Nworgu, B. G., (2015). *Educational Research: Basic Issues and Methods. Enlarged ed.* Nsukka: Uni. Trust Pub.
- Okebukolua, P. (2018). *Quality assurance in teacher education.* A publication of the Committee of Deans of Education in Nigerian Universities. Lagos.
- Race, P. (2015). *In at the deep end- starting to teach in higher education.* Adelaide: University of Adelaide Pub.
- Sukanya, B. & Arvind, S. (2018). Teaching Economics in Schools. *Economic and Political Weekly*, 43(32), 54-60
- Wordu, H. & Eme, C. I. (2020). Teachers' competence for effective teaching and learning for 21st century schools in Nigeria. *International Journal of Applied Research*, 6(1), 235-237