International Journal of Innovative Education Research 11(1):76-86, Jan.-Mar., 2023

© SEAHI PUBLICATIONS, 2023 www.seahipaj.org ISSN: 2354-2942

Competency Improvement Needs of Teachers in the Implementation of Business Studies Curriculum in Rivers State

Prof. E. A. Amadi & *Obuzor, Chinwe

Department of Business Education,
Faculty of Education, Rivers State University, Port Harcourt, Nigeria
***obuzorchinwe@gmail.com; 08037242780**

ABSTRACT
The study examined the Competency Improvement Needs of Teachers in the Implementation of Business Subjects' Curriculum in Public Secondary Schools in Rivers State. Two research questions and hypotheses guided the study. A descriptive survey research design was adopted for the study. The population consisted of 76 Business Subjects' Teachers in the three Senatorial Districts in Rivers State. A validated 4-point scale questionnaire containing 11 items were used for data collection. Their responses were collated and analyzed using Pearson product moment correlation coefficient (PPMCC) and a reliability coefficient of 0.83 was obtained. Mean and Standard deviation were used to answer the research questions while ANOVA was used to test the hypotheses at 0.05 level of significance. Findings of the study revealed that all the respondents agreed on all items of Research Competency and Classroom Management Competency needed by Teachers in the Implementation of Business Subjects' Curriculum in Public Secondary Schools in Rivers State. There was no significant difference in the mean responses of Teachers in Rivers East, Rivers West and Rivers South-East Senatorial Districts in Public Secondary Schools in Rivers State. It was recommended that there is need for the State Ministries of Education to organize Teacher training programmes periodically for Business subjects' teachers with focus on research, to enable them acquire, update and impact the requisite knowledge in students; Public Secondary School Authorities should have an approved checklist for effective classroom management which will be used by Supervisors for the appraisal of Teachers.
Keywords: Competency Improvement Needs, Supervisors, Teachers, classroom management

INTRODUCTION

Teachers are responsible for managing the educational system and need strong and efficient professional competencies. Hence, they need to improve their competencies, knowledge and skills to enhance, and explore their teaching practices. Competency is a set of knowledge, skills and experience necessary for the future, which manifests in activities. It is a set of knowledge, skill or attitude that enables one to effectively perform the activities of a given occupation or function to the standards expected in employment. It could also be the set of knowledge, skills, attitudes, values, motivations and beliefs people need in order to be successful in a job. The common understanding related to teachers' competencies is divided into three main areas as field competencies, pedagogical competencies and cultural competencies. Therefore, the competency improvement needs of Teachers can be composed of different dimensions which includes research, field, emotional and communication competencies among others (Selvi, 2014).

Competencies are essential for carrying out personal and professional activities successfully. A mixture of knowledge, skill, attitudes and personal characteristics that guides the professional behavior. Information, skill, and attitudes as per demand of profession are called competencies. These make teaching and learning environment more effective, conducive and learner friendly (Bakhru, 2013). Competency could also be referred to as term used extensively by different people in different

contexts; hence, it is defined in different ways. Olga (2016), identified the following as characteristics of competency: It consists of one or more skills whose mastery would enable the attainment of the competency is linked to all three of the domains under which performance can be assessed: knowledge, skills and attitude, possessing a performance dimension, competencies are observable and demonstrable. A competency is linked to all three of the domains under which performance can be assessed: knowledge, skills and attitude, possessing a performance dimension, competencies are observable and demonstrable. Since competencies are observable, they are also measurable. It is possible to assess a competency from a teacher's performance. Teaching competencies may require equal amounts of knowledge, skill and attitude, but some will not. Some competencies may involve more knowledge than skill or attitude, whereas, some competencies may be more skill or performance based.

The requisite competencies are also required for curriculum implementation. According to Ogwunte and Ubulom (2016), Curriculum implementation entails putting into practice the prescribed course of study, syllabus and subjects. This involves helping the learner acquire knowledge or experience. The learner is important in the curriculum implementation process. Curriculum implementation refers to the stage when the curriculum itself, as an educational program, is put into shape. Curriculum implementation is the interaction between learner and those who are charged to deliver it. It requires teachers to shift from current program which they are familiar with to the new or modified program. Putting the curriculum into operation requires an implementing agent. The teacher is an outstanding agent in the curriculum implementation process. Implementation is the manner in which the teacher selects and mixes the various aspect of knowledge contained in a curriculum document or syllabus. This especially important in the implementation of business subjects' curriculum. Okolocha and Onyeneke (2013) viewed business subjects as that which equips its recipients with personal skills, consumer skills and knowledge for clerical and managerial activities needed to adapt to changing economic and business realities and these skills may opined that business subjects equip students with knowledge and skills that would help them find a job after schooling or create their own employment.

Today, any youth without skills is without a future, and any business subject program which does not pay adequate attention to how students will acquire and practice technical and vocational skills is not useful. As the acquisition of skills for paid or self- employment is at the center of business subject. This therefore requires youths to acquire the right knowledge, skills, competencies and attitude needed by the labor market and environment. According to Wanza (2016), Business subjects enable the learner to acquire knowledge and awareness of business terminologies vital when discussing business issues, understand business and its environment, appreciate the role of business in the society, acquire necessary entrepreneurial knowledge, skills and attitudes necessary for the development of self and the nation by starting and operating a business, acquire basic knowledge and skills for identifying and seizing business opportunities that arise. The teachers therefore has a need for competency improvement in research and classroom management among others.

Research competences refer to competencies of research methods and techniques, designing and carrying out research in teachers' fields. Teachers support collaboration with colleagues and other specialists or people who are interested in curriculum studies and education. Research competencies are influential for teachers in following the developments in their fields and developing themselves based on current trends in the educational field (Niemi & Sihvonen, 2018). Obviously, the research competencies of teachers are of great importance for students in gaining the scientific thinking and scientific process skills. The research competencies aid to improve all of the teachers' competencies and also support research-based teacher education that is a new approach in teacher education. Research competence is associated with the capacity and willingness to find the meaning solution of the new problems through intellectual skills and knowledge. The research competence of teachers is the very important (Williams & Dyke, 2018). At present, the reputation of teachers is declining due to the lack of research knowledge which leads to being unproductive in the development of academic education (Pitiyanuwat, 2013). The new paradigm of development can be achieved through enriching the research competency of teachers through various training process as it has been mentioned earlier (Pachanawan, 2015).

Teachers are also expected to manifest a high degree of classroom management competence, which equips them with the ability to manage their classes in the way that students derive maximum benefit

from their schooling. Mastery of classroom management is an important component of effective teaching and learning; thus, teachers are often evaluated based on their management of the classroom. Teacher is the most important factor in qualitative programming for education. Teachers who possess the ability to manage their classrooms are able to create an environment where learning is the focus. Classroom management refers to actions taken to create and maintain a learning environment conducive to attainment of the goal of instruction by arranging the physical environment of the classroom, establishing rules and procedures, maintaining attention to lessons and engaging in academic activities. According to Shamina and Mumthas (2018), it is the confluence of teacher actions in four different areas:

i) establishing and enforcing rules and procedures,
(ii) carrying out disciplinary actions,
(iii) maintaining effective teacher and student relationships, and
(iv) maintaining an appropriate mental set for management.

Hence, this study aims to examine the competency improvement needs of Teachers in the implementation of Business subjects' curriculum in Public Secondary Schools in Rivers State

Statement of the Problem

In senior secondary schools, business subjects are treated and interpreted as business studies which are made up of a number of subject areas comprising, office practice, commerce, shorthand, typewriting and book keeping. Hence, teachers need to improve their research and classroom management competencies to enable them implement business subjects' curriculum and impact the requisite knowledge in students. However, it not certain whether teachers receive adequate training in these competences' improvement areas. This could make them become unprepared for the demands of the implementation of business subject curriculum and hamper on the impartation of knowledge. In a similar note, Shamina and Mumthas (2018) noted that there exists a gap between competency improvement needs and implementation of business subjects' curriculum in secondary schools. Therefore, do teachers need research and classroom management competencies to achieve effective implementation of business subjects' curriculum in public secondary schools in Rivers State? This gap is what this study aims to fill.

Purpose of the Study

The purpose of the study was to examine the competency improvement needs of Teachers in the implementation of Business subjects' curriculum in Public Secondary Schools in Rivers State. Specifically, the study sought to:

1. Determine the research competences needed by Teachers for the implementation of business subject curriculum.
2. Determine the classroom management competences needed by Teachers for the implementation of business subject curriculum.

Research Questions

The following research questions guided the study:

1. What are the research competences needed by Teachers for the implementation of business subject curriculum?
2. What are the classroom management competences needed by Teachers for the implementation of business subject curriculum?

Hypotheses

The following null hypotheses guided the study and were tested at a 0.05 level of significance:

1. There is no significant difference in the mean responses of teachers in Rivers East Senatorial District, Rivers West Senatorial District and Rivers South East Senatorial District on the research competences needed by Teachers for the implementation of business subject curriculum.
2. There is no significant difference in the mean responses of teachers in Rivers East Senatorial District, Rivers West Senatorial District and Rivers South East Senatorial District on the classroom management competences needed by teachers for the implementation of business subject curriculum.

METHODS

The descriptive survey design was adopted for the study. This design was chosen to enable the researcher make use of Questionnaire to elicit information from the respondents on the variables identified for the purpose of the research study. This study will be carried out in Public secondary schools in Rivers East, Rivers West and Rivers South East Senatorial Districts. The population of the study consisted of all 76 Business subject teachers randomly selected from Public secondary schools in the three senatorial districts in Rivers State, namely: Rivers East Senatorial District, Rivers West Senatorial District and Rivers South East Senatorial District. The population was gotten from the Rivers State Senior Schools' Board. The entire population of 76 was sampled since the population is a manageable size. Structured 11-item questionnaire titled "CINOBQ Questionnaire Instrument" was used for collection of data from the respondents. The research questions posed for the study guided the construction of the questionnaire structured as Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points, Strongly Disagree (SD) = 1 point. The research instrument was subjected to face and content validation by the Researcher's Supervisor, and two other experts from the Departments of Business Education and Measurement and Evaluation in the Faculty of Education in the Rivers State University. The reliability of the instrument was determined using the test-retest method for a measure of its stability; copies of the instrument were administered to the sample size of 20 Business subject teachers in Asa High School in Abia State that were not part of the population. Their responses were collated and analyzed using Pearson Product Moment Correlation Coefficient (PPMCC) and a reliability coefficient of 0.83 was obtained thereby guaranteeing the reliability of the instrument. Copies of the questionnaire were administered to the 76 Business subjects' teachers by the researcher and two research assistants after being briefed. Instructions about the filling of the questionnaire were made to the respondents. The retrieved copies of questionnaire were used in result analysis. The data collected was analyzed using mean and standard deviation to answer the research questions. The mean ratings were interpreted using the boundary limits as shown below: Strongly Agree (3.50 – 4.00), Agree (2.50 – 3.49), Disagree (1.50 – 2.49) and Strongly Disagree (0.50 – 1.49). The analysis was done on an item by item and cluster basis, which made it practically necessary to determine the grand mean. The hypotheses were tested using One-way ANOVA. The hypotheses were accepted when the F-cal was less than the table value and rejected when the F-critical was greater than the F-cal value.

RESULTS

Research Question 1. *What are the research competences needed by Teachers for the implementation of business subject curriculum?*

Table 1: Mean Ratings on the Research Competences needed by Business Studies Teachers for the Implementation of Business Subjects Curriculum

		Senatorial Districts								
		Rivers East (N=43)			Rivers West (N=16)			Rivers South East (N = 17)		
S/No	**Questionnaire Items**	**Mean**	**St.D**	**Rmk**	**Mean**	**St.D**	**Rmk**	**Mean**	**St.D**	**Rmk**
1.	The ability to carry out research on critical topics in business subjects and use these in guiding and teaching students can aid the implementation of the curriculum	3.21	0.79	A	3.00	1.06	A	2.53	0.94	A
2.	The ability to independently identify problems associated with business subject's curriculum and find solutions for students can aid the implementation of the curriculum	3.02	0.91	A	3.06	0.90	A	2.76	0.82	A
3.	The ability to research and teach the contents of modern text books in business subjects enables teachers in the implementation of the curriculum	3.16	1.10	A	3.00	0.87	A	2.71	0.85	A
4.	The ability to research on and teach students' needs for self-employment after graduating from school could aid the implementation of the curriculum	3.44	0.66	A	3.31	0.49	A	3.12	0.84	A
5.	The ability to make research on effective teaching methods in business subjects and adopting them could aid the implementation of the curriculum	3.14	0.85	A	2.88	0.91	A	3.06	0.83	A
Grand Mean/St.D		**3.19**	**0.86**	**A**	**3.05**	**0.85**	**A**	**2.84**	**0.86**	**A**

Table 1 above shows that the respondents agreed on all items of research competences needed by Business Studies Teachers for the Implementation of Business Subjects Curriculum (mean scores > 2.5) from all the senatorial districts. The grand mean of 3.19, 3.05 and 2.84 from Rivers East Senatorial District, Rivers West Senatorial District and Rivers South East Senatorial District respectively is an indication that business studies teachers in these Senatorial Districts agreed that research competences are needed by Business Studies Teachers in the Implementation of Business Subjects Curriculum in Rivers State. Also, results revealed that the grand standard deviation (SD) of the items in table 4.1 ranged from 0.85 to 0.86, indicating that the respondents were not too far from one another in their responses.

Research Question 2: *What are the classroom management competences needed by Teachers for the implementation of business subject curriculum?*

Table 2: Mean Ratings on the Classroom Management Competences needed by Business Studies Teachers for the Implementation of Business Subjects Curriculum

		Senatorial Districts								
		Rivers East (N=43)			**Rivers West** (N=16)			**Rivers South East** (N = 17)		
S/No	**Questionnaire Items**	**Mean**	**St.D**	**Rmk**	**Mean**	**St.D**	**Rmk**	**Mean**	**St.D**	**Rmk**
6.	Interacting with students enables teachers to implement the curriculum needs of business subjects	3.19	0.68	A	3.63	0.48	SA	3.41	0.60	A
7.	Gaining and maintaining students' attention enables teachers to implement the curriculum needs of business subjects	3.47	0.50	A	3.63	0.48	SA	3.65	0.48	SA
8.	Asking students questions after teaching enables teachers to implement the curriculum needs of business subjects	3.37	0.54	A	3.44	0.61	A	3.41	0.60	A
9.	Establishing and enforcing rules and procedures, enables teachers to achieve the implementation of the business subject curriculum	3.14	0.67	A	3.44	0.50	A	3.41	0.59	A
10.	Carrying out disciplinary actions, enables you to implement the curriculum needs of business subjects	2.70	0.78	A	3.31	0.58	A	3.24	0.81	A
11.	Maintaining effective teacher and student relationships during lessons enables teachers to implement the curriculum needs of business subjects	3.26	0.64	A	3.38	0.86	A	3.41	0.60	A
Grand Mean/St.D		**3.19**	**0.64**	**A**	**3.47**	**0.59**	**A**	**3.42**	**0.61**	**A**

Table 2 above reveals that the respondents agreed on all items of classroom management competences needed by Business Studies Teachers for the Implementation of Business Subjects Curriculum (mean scores > 2.5) from all the senatorial districts. The grand mean of 3.19, 3.47 and 3.42 from Rivers East Senatorial District, Rivers West Senatorial District and Rivers South East Senatorial District respectively revealed that business studies teachers in these Senatorial Districts agreed that research competences are needed by Business Studies Teachers in the Implementation of Business Subjects Curriculum in Rivers State. The grand standard deviation (SD) of the items ranged from 0.59 to 0.64, indicating that there were no variations in the responses.

Hypotheses 1

There is no significant difference in the mean responses of teachers in Rivers East Senatorial District, Rivers West Senatorial District and Rivers South East Senatorial District on the research competences needed by Teachers for the implementation of business subject curriculum.

Table 3: Summary of Analysis of Variance for Rivers East Senatorial District, Rivers West Senatorial District, Rivers South East Senatorial District on the Research Competences needed by Teachers for the implementation of Business Subject Curriculum

Source of Variance	Sum of Squares	Degree of Freedom	Mean Square	F-cal.	F-tab.	Level of Sig.	Decision
Between Groups	5.18	2	2.59				
Within Groups	105.26	73	1.44	1.80	4.92	0.05	NS
Total	**110.44**	**75**					

Table 3 showed the summary of ANOVA result on the difference in the mean responses of Business Subjects Teachers in Rivers East Senatorial District, Rivers West Senatorial District, Rivers South East Senatorial District on the Research Competences needed for the implementation of Business Subject Curriculum. The table also showed that the calculated F value is = 1.80 < $F_{crit.\ (0.05,\ 2,\ 73)}$ = 4.92. The researcher therefore accepts the null hypothesis. It is therefore concluded that there is no significant difference in the mean responses in Rivers East Senatorial District, Rivers West Senatorial District and Rivers South East Senatorial District on the research competences needed by Teachers for the implementation of business subject curriculum.

Hypotheses 2

There is no significant difference in the mean responses of teachers in Rivers East Senatorial District, Rivers West Senatorial District and Rivers South East Senatorial District on the classroom management competences needed by teachers for the implementation of business subject curriculum.

Table 4.: Summary of Analysis of Variance for Rivers East Senatorial District, Rivers West Senatorial District, Rivers South East Senatorial District on the Classroom Management Competences needed by Teachers for the implementation of Business Subject Curriculum

Source of Variance	Sum of Squares	Degree of Freedom	Mean Square	F-cal.	F-tab.	Level of Sig.	Decision
Between Groups	12.27	2	6.14				
Within Groups	143.26	73	1.97	3.12	4.92	0.05	NS
Total	**156.04**	**75**					

Table 4 showed the summary of ANOVA result on the difference in the mean responses of Business Subjects Teachers in Rivers East Senatorial District, Rivers West Senatorial District, Rivers South East Senatorial District on the classroom management competences needed for the implementation of Business Subject Curriculum. The table also showed that the calculated F value is = 3.12. < $F_{crit.\ (0.05,\ 2,\ 73)}$ = 4.92. The null hypothesis is accepted. It is therefore concluded that there is no significant difference in the mean responses of teachers in Rivers East Senatorial District, Rivers West Senatorial District and Rivers South East Senatorial District on the classroom management competences needed by teachers for the implementation of business subject curriculum.

DISCUSSION OF FINDINGS

The data generated in this study were analyzed and the findings discussed based on the research questions posed and hypotheses formulated to guide the study:

The findings of the study on research question 1 showed the following research competences are needed by Teachers for the implementation of Business Subject Curriculum: The ability to carry out research on critical topics in business subjects and use these in guiding and teaching students can aid the implementation of the curriculum, the ability to independently identify problems associated with business subject's curriculum and find solutions for students can aid the implementation of the curriculum, the ability to research and teach the contents of modern text books in business subjects enables teachers in the implementation of the curriculum, the ability to research on and teach students' needs for self-employment after graduating from school could aid the implementation of the curriculum and the ability to make research on effective teaching methods in business subjects and adopting them could aid the implementation of the curriculum.

This is in agreement with the views and findings of Niemi and Sihvonen (2018), who noted that Teachers carryout research in collaboration with colleagues and other specialists or people who are interested in curriculum studies and education in other to find out lasting solutions to educational problems. Research competencies are significant for teachers in following the advances in their fields and developing themselves based on current trends in the educational field. Obviously, the research competencies of teachers are vital for students in gaining the scientific thinking and scientific process skills. The research competencies aid to advance all of the teachers' competencies and also support research-based teacher education that is a new approach in teacher education and hence widens the teacher's horizon of knowledge. On a different note, Ushakov (2018) opined that research competence is complex, stable, and multi-formation in the psyche of the individual, which is acquired during a specially crafted learning process, which allows and understands the objectives through scientific instruments, and has more or less reliable information about it. Though, he maintained that Research competence largely echoes the readiness and ability to independently find solutions to novel problems. This is able to transform the knowledge, capabilities, intellectual skills and socio-economic values.

Viger (2016) listed six necessary researcher skills, including humility and openness to criticism, building social network, working hard and smart, having clear goals, stepping out of the comfort zone, having good writing skills, and having the ability to form conclusions. The author believes that this is an example of where Viger has confused competencies and research requirements: the only competency in his list is good writing skills, while the others are necessary requirements for performing research. According to Grey (2013), the most important competency of a good researcher is his or her ability to understand the problem to be able to grow that same understanding in others. The researcher believes that competencies are different from skills, because skills can be acquired through training but competencies are similar to talents (especially innate talents). Forunier and Lafon (2016) believed that the main or understood competencies from the viewpoints of their survey respondents were a critical mind and perseverance, while the knowledge and skills required for the various research endeavour can be acquired through training and practice.

Hypothesis 1 stated that there is no significant difference in the mean responses of teachers in Rivers East Senatorial District, Rivers West Senatorial District and Rivers South East Senatorial District on the research competences needed by Teachers for the implementation of business subject curriculum. In a similar vein, Williams and Dyke (2018) averred that Research competence is associated with the capacity and willingness to find the meaning solution of the new problems through intellectual skills

and knowledge. Hence, research competences are needed by Teachers for the implementation of business subject curriculum, as the economic and sustainable development of the country depends on the academic research and implementation of research into productivity through industrialization. It can therefore be deduced that the research competence of teachers is the very important aspect of their educational advancement.

Results from research question 2 revealed the following classroom management competences: Interacting with students enables teachers to implement the curriculum needs of business subjects, gaining and maintaining students' attention enables teachers to implement the curriculum needs of business subjects, asking students questions after teaching enables teachers to implement the curriculum needs of business subjects, establishing and enforcing rules and procedures, enables teachers to achieve the implementation of the business subject curriculum, carrying out disciplinary actions, enables you to implement the curriculum needs of business subjects and Maintaining effective teacher and student relationships during lessons enables teachers to implement the curriculum needs of business subjects.

This is agreement with Epstein (2016) who noted that classroom management competence that can impact on the implementation of business subjects curriculum include basic asking students questions, communication skills, core knowledge, information management, and application of knowledge to real-world situations, using experiential knowledge and personal experience, problem-solving, self-directed acquisition of new knowledge identifying gaps in knowledge, generating questions using resources such as published evidence, colleagues, and learning from experience. On a similar note, Chandra (2015) emphasized that business studies teachers and Teachers of other subjects need to focus attention on entire class and must not talk over student chatter. At times Silence can be effective. Students should know what is going to happen in the class and monitored to check progress. Teacher should move around the room so students have to pay attention more readily and give students non-verbal cues. Lessons should be planned to ensure that the period is filled with learning activities. Teacher should have a knack to memorize student names as quickly as possible. It enhances class control and confidence of the teacher. Conversely, Shamina and Mumthas (2018) noted that it is the entirety of teachers' actions in four different areas: establishing and implementing rules and measures, carrying out disciplinary actions, maintaining effective teacher and student relationships, and maintaining an appropriate mental set for management.

Hypotheses 2 stated that there is no significant difference in the mean responses of teachers in Rivers East Senatorial District, Rivers West Senatorial District and Rivers South East Senatorial District on the classroom management competences needed by teachers for the implementation of business subject curriculum. In line with this idea, Dollarhide and Saginak (2017) noted that Classroom management for the implementation of business subjects' curriculum encompasses the actions taken to create and maintain a learning environment conducive to attainment of the goal of instruction by arranging the physical environment of the classroom, establishing rules and procedures, maintaining attention to lessons and engaging in academic activities. Effective practices in these four areas lead to improved classroom management. Classroom management focuses on three major competencies: competencies in content management, competencies in conduct management and competencies in covenant management. Content management places a distinct emphasis on instructional management skills, sequencing and integrating additional instructional activities, and dealing with instruction-related discipline problems.

On a different note, Chandra (2015) submitted that the problems of Classroom Management can surface and can be overcome by being prepared for class, motivating the students, providing a comfortable learning environment, building students' self-esteem, being creative and imaginative in daily lessons. A teacher should not carry personal problems to the class by being impulsive. There must be Willingness of the teacher to accept responsibility for classroom control and Long-term, solution-oriented approaches to problems. Indiscipline is a problem normally faced by teachers which creates a hindrance in teaching process. Due to indiscipline, students may arrive late for class, are not punctual for the classes or simply bunk classes as the class is not very interesting or rather as a teacher, one is unable to create an enabling learning environment. This may be a result of lack of lesson planning. At times effective management of time is also overlooked. Nonverbal cues like body language and communication skills also play a major role in making the class effective. Hence, it can

be deduced that Classroom management competencies encompass the behaviors, knowledge, skills, abilities, attributes, or other characteristics of the Business Subjects teachers that positively impact students' learning within the classroom and lead the implementation of business subjects' curriculum. For the teacher to be able to manage his class properly, he should be able to understand his field.

CONCLUSION

The result obtained in this study revealed that research competences and classroom management competences are needed by Teachers for the implementation of business subject curriculum. Therefore, the study has proven that the practice of Competency improvement needs of Teachers is vital for the implementation of Business subject curriculum. Also, the evidence obtained in this study showed that Business Subjects Teachers in Public secondary schools in Rivers East senatorial District, Rivers West Senatorial District and Rivers South East Senatorial District have the similar views of the Competency improvement needs of Teachers for the implementation of Business subject curriculum.

RECOMMENDATIONS

1. There is need for the State Ministries of Education to organize Teacher training programmes periodically for Business subjects' teachers with focus on research, to enable them acquire, update and impact the requisite knowledge in students.
2. Public Secondary School Authorities should have an approved checklist for effective classroom management which will be used by Supervisors for the appraisal of Teachers.
3. Public Secondary School Authorities should periodically organize Conferences, workshops, seminars, and symposia in collaboration with Psychologists, that have focus on emotional competency.
4. There should be an ICT centre for Teachers in all Public Secondary Schools in all States, exposing Teachers constantly to adequate ICT training.

REFERENCES

Bakuru, K. M. (2013). Ranking teaching competencies: teacher's and administrator's perception. *International Journal of Organizational Behavior and Management Perspective, Rezottaite Journals,* 2(3), 540-550.

Chandra, R. (2015) Classroom management for effective teaching. *International Journal of Education and Psychological Research (IJEPR), 4*(4), 13-15

Dollarhide, C. T., & Saginak, K. A. (2017). *Comprehensive school counseling programs*: K-12 delivery systems in action (3rd Ed.). Boston, MA: Pearson.

Ehimatalor, E., Osu-Nwifo, K. O., Makeri, Y. G. I. & Oladunjoye, O. (2015). *Junior secondary school business studies 1*. Lagos: West African School Book Publisher Ltd.

Epstein, R. M. (2016). Defining and assessing professional competence. *The Journal of the American Medical Association*, 287(2), 226-235.

Filani, E. O. (2014). *Teacher education in a democratized Nigeria*: challenges and way forward. Led paper presented at the national Conference of South –West Colleges of Education. Academic Staff Union, Ondo.

Fournior, D. & Lafon, M. (2016). The core competencies of PHDs. *Studies in Higher Education,41*(8), 1355-1370.

Gray, D. (2013). *Doing research in the real world.* 2nd edition, sage, p. 33.

Niemi, H. M., & Sihvonen, R.J. (2018). Research based teacher education. *Research based teacher education in Finland*. Reflection by Finnish teacher educators, 31-50. Turku, Fi: Finnish Educational Research Association. Research in Education Sciences 25.

Oberle, E., & Schonert-Reichl, K. A. (2016). Stress contagion in the classroom? The link between classroom teacher burnout and morning cortisol in elementary school students. *Social Science & Medicine*, 159(1), 30–37. https://doi.org/10.1016/j.socscimed.2016.04.031

Olga, N. (2016). *The competencies of the modern teacher*: annual meeting of the Bulgarian comparative es4ducation society, (p. 7). Bulgarittan Publication Education.

Oduselu, O. P. (2017). Career preference in relation to the new secondary curriculum education structure (CASSON).

Ogwunte, P. & Ubulom, W. J. (2016). An evaluation of the implementation of new business subjects' curriculum towards unemployment reduction amongst secondary school graduates in Rivers State, Nigeria. *International Journal of Innovative Social Science and Innovative Research,* 4(2), 46-44.

Okolocha, C. C., & Onyeneke, E. N. (2013). Secondary schools' principals perception of business studies teachers' effectiveness in Anambra State, Nigeria. *Journal of Education and Practice,* 4(2).

Olga, N. (2016). *The competencies of a modern teacher.* Docent at Suleyman Demirel University Almaty, Kazakhstan, 148 – 154.

Pachanawan, A. (2015). The Model of research competency development with participatory action research process. *Journal of Education,* 20(2), 59-76.

Pitiyanuwat, S. (2013). *Why the basic education curriculum is in urgent need of repair*. Retrieved 25th February 2013, from http://bangkokpost.net/education/site2013/onfb1307.html.

Selvi, K. (2014). Teachers' competencies. *Journal of Culture and Axiology,* 7(1), 167-175.

Shamina E. & Mumthas, N. S. (2018). Classroom management: implications for teacher preparation programmes. *Journal of Humanities and Social Science* 23(1), 41-44.

Ushakov, A. A. (2018). *Development of research competence of pupils of secondary education in subject–oriented training*. Thesis Abstract.

Uwameiye, R. & Titilayo, O. M. (2016). Professional and technical competencies needed by teachers of business studies in junior secondary schools, Ondo State, Nigeria. *International Journal of Academic Research in Progressive Education and Development*,1(4).

Vigor, P. (2016). *Six important skills to become a successful researcher*. www.dataminingphlippe-fournior-viger.com

Wanza, K. U. M. (2016). Implementation of business subjects' curriculum in public secondary schools in Machakas Central Division of Machakes District, Machakos Country, Kenya. *An Unpublished Research Project Submitted to the Department of Education Management, Policy and Curriculum Studies,* Kenyatta University.