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Teachers Pedagodical And Subject Matter Competence For Effective Instructional Delivery Of Pre-Vocational Studies Curriculum In Upper Basic Education In South East Nigeria

Onwadi R[1*†], Obasi S[2†]

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[1*†] Rachael Onwadi, Department of Educational Foundations, University of Abuja, Abuja, Nigeria.

[2†] Susan Obasi, Department of Educational Foundations, University of Abuja, Abuja, Nigeria.

It is indisputable that teachers have an impact on how well school courses are taught. In a similar vein, teachers' ability to effectively teach subjects is crucial to students' academic success. This study evaluated the pedagogical and subject-matter proficiency of teachers in upper basic education in southeast Nigeria for the purpose of effectively delivering the pre-vocational studies curriculum. Two research questions and two related hypotheses were developed in order to accomplish the study's goal. The descriptive survey design was used in the investigation. In 1,305 upper basic schools across the five states of southeast Nigeria, there were 2,610 management staff members and 1,865 pre-vocational teachers who comprised the study's population. The stratified and simple random sampling method was used to select 232 managements and 332 prevocational subject teachers as the study's sample size. A reliability index of 0.91 was determined. Frequency counts and mean scores for the study questions were utilized to descriptively examine the data, and the t-test and ANOVA were employed to assess the hypotheses. According to a one-way ANOVA, the mean effects of teachers' subject matter expertise on the implementation of the pre-vocational studies curriculum in upper basic education across the five states of southeast Nigeria were statistically negligible. An action plan should be implemented by the government and management to increase teachers' proficiency in using contemporary pedagogy for the successful implementation of pre-vocational curricula. To support teachers' professional development and efficacy in teaching pre-vocational studies, it is important to encourage ongoing supervision of instruction.

Keywords: Teachers, pedagogy, subject matter, competence.

Corresponding Author

Rachael Onwadi, , Department of Educational Foundations, University of Abuja, Abuja, , Nigeria.
Email: samuel.adams@uniabuja.edu.ng

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Introduction

Prior to the arrival of western education, many African societies used distinctive or traditional, vocational methods to teach their children and preserve their culture. Traditional African communities employed indigenous educational systems to teach their children and preserve their culture before the advent of western education. Without classrooms, school buildings, or other amenities like those found in the formal school system, indigenous education was conducted informally. The development of western education in Nigeria began with the arrival of missionaries in the 1840s. The establishment of teacher training colleges was necessary to train competent teachers for the educational system because of the shortcomings of the various missionaries in providing western education, as found by the Phelps-Stokes Commission, which was established by the British colonial government (Fafunwa, 2001). But there weren't enough instructors being trained at the time, either in terms of quality or number. Training in occupational skills, morals, and character was the main objective of Nigeria's traditional educational system, which was heavily influenced by the country's culture. The goal of Western education, which was first implemented by missionaries in 1842 and then by the colonial government, was to enable whoever had the chance to learn it to serve the missionaries' objectives rather than to help citizens become self-sufficient (Eche & Nwankwo, 2011). As a result, our educational system's vocationally oriented courses began to decline. Because it prioritized academic knowledge over the development of practical skills, the curriculum failed to meet the demands of Nigerian youth (Fafunwa, 2003). Technical and vocational education had to be re-engineered as a result of the colonial government's and missionaries' inadequate teacher training program and poorly designed curriculum, which did not represent the goals of indigenous education. Vocational and technical education did not receive government attention until the 1930s global economic downturn, claims Akram (2012). In order to generate middle-level technical labor, colonial governments thus began establishing training institutions. One such institution was Yaba Higher College, founded in 1932.Vocational education in Nigeria started slowly and progressed more slowly than literacy education, Which was started by nonprofit organizations. This was due in part to the fact that it was far more costly in terms of personnel and equipment, among other things. Even though mission schools and the apprenticeship system provided vocational training to youth, there were insufficient resources and inexperienced vocational instructors to effectively teach practical skills. Different governments in Nigeria have acknowledged and accepted this truth; the issue is how to make it work. Numerous studies have questioned the effectiveness of Nigeria's teacher training programs in preparing vocational teachers for the twenty-first century (UNESCO, 2012). The incapacity of teacher-training institutes to generate vocational teachers who possess the necessary pedagogical and content knowledge, professional collaboration skills, and a solid foundation has been criticized (Ayub, 2017). The core of any country's educational system is its curriculum. Every educational level's goal and objective are covered in the curriculum, which also offers the pedagogical guidelines and clarity necessary for effective implementation. No country can surpass the caliber of its instructors, according to the Federal Republic of Nigeria's National Policy on Education (FRN, 2012). This just suggests that the translation, interpretation, and application of the curriculum are under the legal purview of the teachers. Thus, this necessitates that educator have the appropriate abilities to facilitate successful implementation. Pedagogy is one of the skills a teacher needs in order to carry out the curriculum in an efficient manner. The ability of a teacher to exercise or carry out her job function or task (instructional delivery) based on the abilities, knowledge, and attitudes required by the teaching act itself is known as pedagogic competence. All educational levels' teachers are important contributors to high-quality instruction. They are the most crucial members of the educational apparatus and play a major role in the accomplishment of any government-sponsored educational initiative. This is due to the fact that, in addition to being at the implementation level of any educational policy, the success of these programs also heavily rely on the proficiency, commitment, and hard work of teachers (Adeniji, 2014). The primary prerequisite for teachers to carry out their responsibilities and pursue their careers professionally is their competency. According to Ayub (2017), teachers bear the ultimate responsibility for converting educational

Policies and principles into practice-based behaviors during interactions with students. When teachers are skilled in their field, this process can proceed successfully. Mastery of the subject matter, an awareness of human nature to enhance professional knowledge, workshops, seminars, efficient communication, and sufficient information are all components of teacher competency. According to Stavreva (2013), teacher competence is the range of information, abilities, and attitudes that are demonstrated in thoughtful behavior and a sense of responsibility when performing the duties of a teaching agent. This covers social, professional, educational, and personal aspects of the job. The ability to build teacher conduct and capacity as minimum professional requirements based on the current regulations to enhance the role of the teaching profession has been regarded as pedagogical and subject matter competence, which are key variables in this study (UNESCO, 2020). By applying knowledge, professional and life experience, values, and talents in a creative manner, teachers can solve problems and complete pedagogical tasks with precision and effectiveness. This is reflected in pedagogic competence, which reflects teacher competence in terms of collaboration, comprehensive view, and contribution to pedagogic development. Southeast Nigeria has long been recognized for its entrepreneurial and vocational abilities, which are ingrained in its culture. The majority of young people in this region of Nigeria have made acquiring these skills their top priority. From the early 1990s until the end of the 2000s, the education system in the southeast region of Nigeria was characterized by a high percentage of school-age dropouts, primarily boys, who go on to pursue careers in business and other fields without having the necessary skills to succeed. Young people's dropout syndrome has created significant challenges for social and economic advancement and constituted a threat to national development since they lack the necessary skills to improve society. Therefore, the Back-to-School program, which was introduced during the 1990s and early 2000s when the government was in power, specifically referring to the period of the former Anambra State Government under Peter Obi's educational revolution in Anambra and programs in other states, brought with it the challenge and dedication to education with a particular focus on the acquisition of vocational skills among school-age children. Anyikwa

Claims that the Millennium Development Goal (MDG, 2012) was a wake-up call to establish skill and vocational centers in communities and schools in Southeastern states. This was done to train youth, particularly those in junior secondary school, and give them the chance to advance their vocational skills. There is still evidence of low student performance in the subjects that comprise pre-vocational studies, despite the claims of various authorities and the admirable efforts of the government and curriculum planners to reintroduce entrepreneur and pre-vocational studies at the upper basic education level to enable school leavers to acquire different skills. Is it possible that teachers lack the necessary skills and expertise to carry out the prevocational studies curriculum? What about the subject area expertise of teachers for successful implementation, even if they weren't the case? Therefore, the purpose of this study is to determine how teachers' pedagogical and subject-matter expertise affects the efficient delivery of the pre-vocational studies curriculum in South East Nigerian upper basic schools.

- **Answering Research Questions**

Research Questions One:

How well do teachers' pedagogical skills enable the pre-vocational studies curriculum to be implemented in upper basic education across the five states of southeast Nigeria?

Research Question Two:

How much does the successful execution of the pre-vocational studies curriculum in upper basic education in the five states of southeast Nigeria depend on the subject matter expertise of teachers?

1.2 Test of Hypotheses

Hypothesis one:

H01: Regarding how much teachers' pedagogical proficiency affects the execution of the pre-vocational studies curriculum in upper basic education across the five states of southeast Nigeria, there is no discernible difference between the mean evaluations of management and teachers.

Hypothesis two:

H02: Regarding the degree to which subject matter knowledge affects the execution of the pre-vocational studies curriculum in upper basic education throughout the five states

Of southeast Nigeria, there is no discernible variation in the mean ratings of management and instructors.

2.0 Theoretical Framework

The Social Cognitive Career Theory (SCCT) was used in this investigation. Robert, Steven, and Hackett created the SCCT hypothesis in 1994 (Lent, Brown & Hackett, 1994). The general social cognitive theory of Albert Bandura serves as the foundation for SCCT, as it is commonly known. The four components of this idea include how people develop their career interests, establish their vocational goals, stick with their jobs, and find employment satisfaction. Three interconnected aspects of career development are intended to be explained by the relatively new Social Cognitive Career Theory (SCCT): (i) how fundamental academic and career interests arise; (ii) how educational and career choices are made; and (iii) how academic and career success is attained. A wide range of ideas are included in the theory, including values, interests, aptitudes, and environmental influences. The fundamental components of SCCT are three interconnected variables: goals, result expectancies, and self-efficacy beliefs. It implies that people's ambitions to succeed would be predicted by their self-efficacy beliefs and outcome expectancies with relation to self-employment. This implies that people (pre-vocational studies instructors) would act in a way that will assist them reach their objective (i.e., becoming competent teachers) if they have faith in their capacity to carry out an activity and anticipate the results of that behavior. In conclusion, prevocational teachers will develop a lasting interest in teaching if they believe they are capable of doing so and if they anticipate that their instruction will result in worthwhile outcomes. As a result, one of the main factors influencing the successful implementation of the school curriculum is the efforts made by instructors to foster interest, support career goals, and challenge themselves to become competent. Because it provides a helpful framework for understanding the development of educational and pre-vocational interests, teacher performance, and decision-making, SCCT and its main components are deemed pertinent to this study.

2.1 Implementation of the Curriculum

A critical dynamic complex interaction between people and things in a free-flowing environment is called curriculum. It consists of: issues to discuss, forces to justify, objectives to clarify, initiatives to initiate, and results to assess (James, 2017). Curriculum entails creating connections between disciplines or areas of knowledge and bringing disparate subjects together under a single heading. According to the aforementioned, integrated curriculum areas including business studies, home economics, practical agriculture, and basic technology are broad courses (Eneh, 2010). Pre-vocational courses, or practical-oriented subjects, are part of the Upper Basic Education curriculum, which aims to enhance Nigeria's economy and technology. Basic Technology, Business Studies, Home Economics, and Agriculture are the four pre-vocational education subject areas that are covered on an integrated basis at the Upper Basic Education Curriculum (Oviawe, Ezeji & Uwameiye, 2015). The curriculum is implemented following the planning process, which identifies the objectives, content, learning experience, and materials based on their presumed value in guaranteeing the accomplishment of the specified goals. Curriculum implementation is the process of putting the curriculum into practice or action in order to achieve the goals.

2.2 Concept of Teacher Competence

The idea of teacher competency Competence in the teaching context includes temperament, cognitive and practical abilities, and explicit and tacit knowledge. For this reason, Miller, Bakar, and Ikatule (2010) contended that since students are the major clients of educational institutions, teacher competency should allow the instructor to stay dedicated to students and their learning objectives. For this reason, a teacher should employ a range of teaching strategies in the classroom to accommodate students' interests, knowledge, and skills while also fostering a calm atmosphere. A competent teacher is one who supports learning; it is his responsibility to use a range of instructional strategies and tactics to plan lessons and determine whether or not students have accomplished the intended goal. Knowledge, skills, beliefs, attitudes, and professional ethics are the essential competencies needed for an effective teacher. Knowledge competence, content and pedagogical competence, professional competence, and modern knowledge are other subcategories

Of this. Therefore, competence is a key factor in determining an individual's internal motivation and real ability to perform activities in the future. Ranija (2016). Teachers must possess the following competencies: pedagogical, personal, professional, and social. In a setting with few resources and several factors contributing to kids' poor performance, teacher competency becomes crucial. According to some research, the effectiveness of a teaching strategy depends mostly on the instructor, who must possess competences that can be measured by knowledge, skills, and conduct (Aziz & Akhtar, 2014). Teaching Methods and Subject Matter Proficiency The ability to execute or carry out a task that is founded on abilities, knowledge, and attitudes that are supported by work in accordance with the needs of the job is known as competence.

2.3 Pedagogical and Subject Matter Competence

Competency, according to Onsare (2014), is an underlying quality of a person that is connected to how well a person performs on the job or to the fundamental traits of people who have a cause-and-effect relationship with the aforementioned criteria, such as effective, excellent, or superior performance at work or in particular circumstances. The term "pedagogical competence" refers to the idea that teachers must possess in order to effectively teach and learn. Teaching credentials and education are equally referred to as pedagogical competence. The sort of competency has to do with how to modify teaching strategies and learning processes to meet the demands of the students (Mustafa, 2013). Sound, comprehensive, and up-to-date knowledge of the subject matter, as well as an understanding of students' learning and subject-based teaching and learning challenges, are the foundations of pedagogical competency. Increasing pedagogical competency enables teachers to fulfill the requirements of many learners and take individuality into consideration in pre-vocational studies when students struggle to make decisions from the abundance of information they are presented. This is due to the fact that courses on these competences are not commonly included in teacher preparation programs. For pre-vocational teachers, pedagogic competence refers to the teacher's capacity to oversee students' learning, including their comprehension, the design and execution of lessons, the assessment of learning objectives, and the growth

Of students to reach their full potential (Ede, 2014). Innovative teaching methods can improve students' comprehension and application of the skills in the classroom. The ability of a teacher to convert their content knowledge into forms that are both pedagogically effective and flexible enough to accommodate students' varying skill levels is the key to differentiating the teaching knowledge base (Liakopoulou, 2011). The prudent blending of subject-matter expertise, language and communication skills, and the mastery and transfer of tried-and-true teaching methods in the classroom with the goal of raising students' academic achievement in schools is known as subject matter competence. One of the most crucial components of a teacher's competency is their mastery of the material (Ebiringa, 2012). According to Onsare (2014), a teacher's content/subject matter competency is their extensive and current understanding of their field. It is important to emphasize that a teacher should be educated in his field and familiar with the values and tenets that underpin it. Therefore, it is the teacher's ability to give his lesson in a satisfactory manner by having the necessary skills, knowledge, and abilities. Their thorough comprehension of the material gives them the confidence to choose the teaching methods and techniques that will best aid students' comprehension. Additionally, it is required of teachers to exhibit a deep comprehension of the subject matter covered in their courses. According to Amusan (2016), they should be able to convey this subject to pupils in ways that are suitable for their age and skill level. Competence is invariably linked to a teacher's capacity to comprehend students, the learning process, and self-actualization. This implies that a competent teacher should be able to communicate as well as possess the fundamental knowledge and abilities of the subject. In order to teach effectively, a teacher must be well-versed in all the material that the students need to know and be able to adapt the pace, technique, and sequence of his lessons to each student's unique needs. They adamantly maintained that a teacher of a certain subject needs particular, subject-specific skills and competencies. Thus, according to Anselmus (2011), pedagogical and subject matter competence is the capacity to oversee students' learning, which encompasses knowledge of students, content and material selection, instructional design and implementation, assessment of learning outcomes, and helping

Students reach their full potential. Similarly, Cubukcu (2010) listed the following elements of pedagogical and subject matter competence:

01. regulates the physical, spiritual, moral, social, cultural, emotional, and intellectual characteristics of learners;
02. chooses learning theories and principles that educate;

- develops curriculum related to the subject matter and chooses instructional strategies;

01. conducts educational learning;
02. chooses and uses instructional resources for the purpose of learning;
03. helps potential learners reach their full potential;

- communicate effectively, empathetic, and manner with the students;
- conducts the assessment and evaluation processes and learning outcomes;

01. uses the assessment and evaluation for the purpose of learning; and
02. takes action to enhance the quality of reflective learning.

The ability to incorporate theory and practice into classroom activities is a prerequisite for teacher competency (UNESCO, 2020). Pre-vocational teachers must therefore be able to create learning objectives that take into account the backgrounds of vocational learners. For better learning results, pre-vocational teachers must also employ a variety of instructional strategies and a hands-on approach that aligns with the learning objectives.

3.0 Materials and Methods

The research design used in the study was a descriptive survey. Two thousand six hundred and ten management staff (2,610) and 1,865 pre-vocational teachers from 1,305 upper basic schools in the five states of southeast Nigeria, Abia, Anambra, Ebonyi, Enugu, and Imo—made up the study's population. Two hundred and thirty-two management staff (232) and three hundred and thirty-two (332) prevocational subjects teachers selected from the upper basic education system in the five states of southeast Nigeria made up the study's sample size. The study employed stratified and simple random selection techniques

To choose a sample of 18% prevocational teachers and 5% management workers, respectively. A pilot test was conducted using the split-half approach on a random sample of 30 pre-vocational studies teachers in upper basic education in the study area, but not among the sample, in order to determine the instruments' reliability. Cronbach Alpha was used to examine the collected data in order to determine internal consistency. A reliability index of 0.91 was determined. The demographic data was analyzed using descriptive statistical tools such as percentage, frequency count, and component bar chart, and the research issues were addressed using mean scores. The developed hypotheses were tested at the 0.05 level of significance using inferential statistics like ANOVA.

4.0 Results

4.1 Answers to Research Question

4.1.1 Research Questions One:

How well do teachers' pedagogical skills enable the pre-vocational studies curriculum to be implemented in upper basic education across the five states of southeast Nigeria?

Table 11: Effectiveness of teachers' pedagogical competence in the implementation of pre-

Vocational studies curriculum in upper basic education N=528

S/N	Statement	States	Response						
			VE (4)	E (3)	FE (2)	VI (1)	Total	Mean score	Decision
1.	Possession of the right competence in lesson planning for effective curriculum implementation	Abia Anambra Ebonyi Enugu Imo	164 143 136 159 136	475 275 315 405 394	220 210 183 208 226	220 177 132 285	1100 995 831 1105	2.52 2.66 2.49 2.43	Effective Effective Effective Fairly effective Fairly effective

2.	Possession of adequate theoretical and practical knowledge for effective implementation of prevocational studies curriculum	Abia	14	29	34	21	10	2.28	Fairly effective
		Anambra	10	27	41	19	10	2.08	Fairly effective
		Ebonyi	16	22	72	19	8	2.04	Fairly effective
		Enugu	23	19	54	26	13	2.15	Effective
		Imo	14	13	41	13	10	2.14	Fairly effective
			45	50	61	10	5	2.43	Fairly effective
3.	Teachers' possession of practical experience contributes to effective subject delivery in the teaching and learning process.	Abia	16	28	42	10	5	2.25	Fairly effective
		Anambra	14	13	30	19	10	2.16	Fairly effective
		Ebonyi	17	20	43	18	5	2.15	Effective
		Enugu	23	43	11	30	10	2.37	Fairly effective
		Imo	15	24	30	11	5	2.25	Fairly effective
4.	Prevocational teachers possess the competence to develop critical approach for guiding students learning.	Abia	27	39	21	10	5	2.43	Effective
		Anambra	22	29	71	19	8	2.25	Effective
		Ebonyi	20	32	82	18	8	2.15	Effective
		Enugu	24	40	52	21	10	2.15	Effective
		Imo	18	42	85	13	5	2.43	Fairly effective
5.	Teachers possess the competence in material development for effective implementation	Abia	19	46	72	18	11	2.60	Effective
		Anambra	23	23	50	19	8	2.56	Effective
		Ebonyi	13	35	50	19	8	2.57	Effective
		Enugu	25	30	14	61	13	2.50	Effective
		Imo	13	32	21	13	10	2.43	Fairly effective
			18	52	22	11	5		
6.	Teacher pedagogical competence provides opportunity for creativity, initiatives and insight in prevocational matters	Abia	17	14	22	18	11	2.43	Fairly effective
		Anambra	13	32	22	10	9	2.31	Fairly effective
		Ebonyi	65	02	28	9	8	2.42	Fairly effective
		Enugu	14	33	25	13	10	2.37	Fairly effective
		Imo	15	86	22	13	5	2.40	Fairly effective
7.	Pedagogical competence influences teachers responsiveness to innovations in prevocational curriculum implementation	Abia	39	17	20	11	5	2.62	Effective
		Anambra	24	30	69	13	8	2.58	Effective
		Ebonyi	23	52	98	13	8	2.67	Effective
		Enugu	25	43	33	21	10	2.46	Fairly effective
		Imo	15	22	13	21	5	2.64	Effective
			18	3					

8.	It helps prevocational teachers to understand the principles of learning and mastering the foundations of prevocational studies	Abia	26	25	40	19	110	2.62	Effective
		Anambra	22	38	53	110	39	2.62	Effective
		Ebonyi	12	42	34	198	23	2.46	Fairly effective
		Enugu	45	33	42	61	131	2.43	Fairly effective
		Imo	30	33	32	01	101	2.44	Effective
							05	2.77	
9.	Pedagogical competence encourages demonstrative proficiency of teachers for effective curriculum implementation	Abia	13	15	49	51	109	2.38	Fairly effective
		Anambra	13	27	11	91	09	2.53	Effective
		Ebonyi	27	19	23	19	183	2.43	Fairly effective
		Enugu	19	64	41	55	113	2.48	Fairly effective
		Imo	16	43	43	41	131	2.48	Effective
				47	11		105	2.50	
10.	Prevocational teachers have sound and broad knowledge base within the prevocational subjects	Abia	18	23	32	49	110	2.33	Fairly effective
		Anambra	23	11	89	21	109	2.55	Effective
		Ebonyi	13	60	25	19	85	2.55	Effective
		Enugu	24	81	48	32	231	2.57	Effective
		Imo	26	77	25	22	131	2.55	Effective
							105	2.51	
11.	Teachers possess the competence in the adoption of varied methods during lesson delivery	Abia	75	34	79	11	110	2.29	Fairly effective
		Anambra	13	57	41	10	109	2.28	Fairly effective
		Ebonyi	12	05	27	19	98	2.43	Fairly effective
		Enugu	38	32	42	23	131	2.37	Fairly effective
		Imo	14	77	41	23	110	2.24	Fairly effective
				31	58		105		

Source: Field work, 2021

Table 1 presents the result on effectiveness of pedagogical competence in the implementation of pre-vocational studies curriculum in upper basic education across the five states of South-eastern Nigeria. The result showed that Ebonyi State had the mean score of 2.51. Abia, Anambra and Enugu States had the same mean scores of 2.46 respectively; while Imo State had mean score of 2.45. The result across the five states revealed that pedagogical competence of teachers in implementation of pre-vocational studies curriculum is effective only in Ebonyi State.

4.1.2 Research Question Two:

How much does the successful execution of the pre-vocational studies curriculum in upper basic education in the five states of southeast Nigeria depend on the subject matter expertise of teachers?

Table 2: Extent of influence of subject matter competences of teachers in the implementation of

The pre-vocational studies curriculum in upper basic education

S/N	Statement	States	Response						
			VHE (4)	HE (3)	LE (2)	VLE (1)	Total	Mean score	Decision

12.	Subject matter competence influence the teaching methods and strategies adopted for instructional delivery of pre-vocational studies	Abia	38	33	57	71	11	2.2	LE
		Anambra	24	36	43	15	10	2.0	LE
		Ebonyi	65	24	37	54	19	2.4	LE
		Enugu	50	23	73	15	98	3.0	HE
		Imo	93	03	02	38	23	2.7	HE
				37		21	13	2.9	HE
							11	2.8	LE
							05	3.2	
13.	Subject matter competence has influence on teachers' disposition for effective implementation of the curriculum	Abia	74	15	59	71	11	2.4	LE
		Anambra	61	34	44	09	04	2.4	LE
		Ebonyi	15	83	79	98	30	2.5	HE
		Enugu	23	36	39	83	15	3.2	HE
		Imo	16	75	66	13	53	2.5	HE
			15	56	44	11	32	2.5	HE
				42	23	10	15	2.5	
						05	62	2.5	
							52		
14.	Subject matter competence guides teachers in adoption of evaluation techniques	Abia	23	45	97	11	26	HE	
		Anambra	15	49	59	09	52	HE	
		Ebonyi	12	63	59	98	72	LE	
		Enugu	24	45	95	13	49	HE	
		Imo	23	43	07	11	29	HE	
						10	73		
						05	32		
							69		
15.	Subject matter competence guides teachers ability in the selection of relevant instruction resources for effective curriculum implementation	Abia	36	22	92	21	16	2.6	HE
		Anambra	22	33	31	09	06	2.6	HE
		Ebonyi	27	23	37	19	96	2.6	HE
		Enugu	21	43	35	85	80	3.0	HE
		Imo	43	32	01	13	26	2.6	HE
			19	12	41	18	12	2.7	LE
						10	76		
						05	24		
							45		
16.	Teachers with high subject matter competence sustains students interest in prevocational studies	Abia	15	43	22	21	12	2.4	LE
		Anambra	14	35	57	10	92		
		Ebonyi	15	13	76	19	25	2.5	HE
		Enugu	43	37	11	98	52	2.5	HE
		Imo	15	23	63	31	15	2.5	LE
			94	43	18	13	11	2.4	LE
			04	88	11	10	44	2.4	LE
						05	23		
							38		
17.	Possession of subject matter competence give prevocational teachers confidence in lesson delivery	Abia	20	33	21	11	24	LE	
		Anambra	03	31	10	39	52	HE	
		Ebonyi	13	54	32	19	52	HE	
		Enugu	75	22	43	58	72	HE	
		Imo	12	78	42	32	55	HE	
			24	54	21	13	11	LE	
			13	37	11	10	55		
			77	47		05	24		
							46		

18.	Adequate subject matter competence influences the process of achievement of stated objectives	Abia Anambra Ebonyi Enugu Imo	260 220 201 182 161	300 229 212 243 136	300 229 215 273 137	240 219 198 232 131	110 109 98 83 105	2.53 2.48 2.59 2.56 2.40	HE LE HE HE LE
19	Subject matter competence has influence on the logical presentation of lesson	Abia Anambra Ebonyi Enugu Imo	247 241 184 183 114	571 417 479 461 445	118 110 102 102 115	180 110 109 120 135	110 109 98 83 105	2.79 2.78 2.84 2.83 2.49	HE HE HE HE LE
20.	Adequate knowledge of the subject matter influence teacher ability to select relevant topics	Abia Anambra Ebonyi Enugu Imo	155 151 235 202 210	614 537 597 713 138	118 110 117 121 123	148 110 99 123 131	110 109 98 83 105	2.68 2.61 2.75 2.72 2.33	HE HE HE HE LE

The result in Table 2 presents the extent of influence of subject matter competence on implementation of the pre-vocational studies curriculum in upper basic education in the five states of South-Eastern Nigeria. The result showed that Enugu State had the highest mean score of 2.61, followed by Ebonyi, Anambra and Abia States with mean scores of 2.56, 2.55 and 2.54 respectively. Imo State on the other hand had the least mean score of 2.45. The result showed that subject matter competence influences effective implementation of pre-vocational studies curriculum in upper basic education to a high extent in four out of the five states.

4.3 Test of Hypotheses

4.3.1 Hypothesis One

Table 3: One-way ANOVA result of management and pre-vocational teachers mean rating of how pedagogical competence influences the implementation of prevocational studies curriculum across the five states of South-eastern Nigeria

States	N	-X	Std. dev.	d.f.	fcalculated	fcritical	p – Value	Decision
Abia	110	2.45	0.6481	526	0.544	2.37	0.703	H0 is accept
Anambra	99	2.44	0.7266					
Ebonyi	83	2.56	0.7419					
Enugu	131	2.44	0.6698					
Imo	105	2.46	0.6992					

A one-way analysis of variance (ANOVA) test was used to determine if there was significant difference between influences of teachers' pedagogical competence on implementation of pre-vocational studies curriculum across the five South-eastern states. The analysis revealed that there were no differences on the influences of teachers' pedagogical competence on implementation of pre-vocational studies curriculum in upper basic education across the five states of South-eastern Nigeria; Abia State *(mean = 2.46, SD = 0.6481);* Anambra State *(mean = 2.46, S.D. = 0.7266);* Ebonyi State *(mean = 2.56, S.D = 0.7419);* Enugu State *(mean = 2.45, S.D. = 0.6698)* and Imo State (*mean = 2.46, S.D. = 0.6992).*

The result presented in Table 3 also showed that there was statistically insignificant difference between the mean influences of teachers' pedagogical competence on implementation of pre-vocational studies curriculum in upper basic education across the five states of South-Eastern Nigeria; as determined by one-way ANOVA. The null hypothesis is accepted because $F_{(4,523)} = 0.544$ is less than $F_{critical} = 2.37$ and $p = 0.703$ is greater than 0.05 level of significant at 2, 526 degrees of freedom.

4.3.2 Hypothesis Two

Table 4: One-way ANOVA result on the influence of subject matter competence

On implementation of pre-vocational studies curriculum in upper basic education across the five states of South-eastern Nigeria

States	N	Mean	Std. dev.	d.f.	fcalculated	fcritical	p – Value	Decision
Abia	110	2.54	0.50754	2, 526	1.612	2.54	0.170	H0 is accept
Anambra	99	2.55	0.46097					
Ebonyi	83	2.56	0.47152					
Enugu	131	2.61	0.49850					
Imo	105	2.45	0.44148					

SOURCE: Field Data

A one-way analysis of variance (ANOVA) test was used to determine if there was significant difference between influences of teachers' subject matter competence on implementation of pre-vocational studies curriculum in upper basic education across the five states of South-Eastern Nigeria. The analysis revealed that there are no differences on the influences of teachers' subject matter competence for effective implementation of pre-vocational studies curriculum in upper basic education across the five states of South-Eastern Nigeria; Abia State *(mean = 2.54, SD = 0.50754);* Anambra State *(mean = 2.55, S.D. = 0.46097);* Ebonyi State *(mean = 2.56, S.D = 0.47152);* Enugu State *(mean = 2.61, S.D. = 0.49850)* and Imo State (*mean = 2.45, S.D. = 0.44148).*

The result presented in Table 4 also showed that there was statistically insignificant difference between the mean influences of teachers' subject matter competence on implementation of pre-vocational studies curriculum in upper basic education across the five states of South-eastern Nigeria; as determined by one-way ANOVA.

5.0 Discussion of Findings

The findings on research question one revealed that prevocational teachers in five states of South-eastern Nigeria disagreed on the efficiency of teacher pedagogical competency in implementing the pre-vocational studies curriculum in upper basic education. A closer look at the data revealed that only pre-vocational studies teachers in Ebonyi State had a high mean of 2.51. Enugu's mean score of 2.45 differs somewhat from Abia, Anambra, and Imo States, which all have a mean score Of 2.46. The findings revealed that prevocational instructors in Ebonyi State had the highest mean, indicating that teacher pedagogical competency is effective in implementing the prevocational studies curriculum in upper basic education in the state. This finding is consistent with Anselmus (2011), who discovered that teachers' pedagogical competency has a significant impact on instructional design, evaluation of learning outcomes, and assisting learners to realize their potential. The finding from Ebonyi could be related to the fact that Ebonyi State, one of the South-Eastern states known in the past for being backward in various areas of development, with indigenes known for doing menial jobs, laborers, and having many out-of-school children, experienced a drastic and tremendous change in the trend during the regime of ex-President Olusegun Obasanjo and ex-governor Sam Egwu. This could also be attributed to the fact that from 2000 to the present, the state's successive governments have highlighted and continue to emphasize the importance of functional education through technical and vocational education, as well as skill acquisition for both students and teachers. The low mean scores in the other four states of Anambra, Abia, Enugu, and Imo could be attributed to the fact that prior to the revitalization and reintroduction of prevocational studies in upper basic education in Nigeria, there were few teachers for prevocational studies, resulting in less emphasis on special training and retraining of teachers in technical and vocational education by various state governments. This may explain why pedagogical competency was found to be ineffective in all four states. The hypothesis for this research question, however, revealed that there was no significant difference in the mean ratings of management and teachers regarding the effectiveness of pedagogical competence in the implementation of the pre-vocational curriculum in upper basic education across the five states of South-eastern Nigeria. The hypothesis's result is most likely due to the fact that teachers and management, who are key players in instructional activities, have similar perspectives on what constitutes teacher effectiveness in the instructional delivery process and how it influences or affects student success. This finding is supported by Ololube's (2013) assertion that, while teachers implemented curricular content, management supervised education and provided resources to help instruction. The results in Table 2 focused

On the extent to which subject matter competency influences the effective implementation of the pre-vocational studies curriculum in upper basic education in the five states of South-east Nigeria. A closer look at the results indicated that Enugu State had the highest mean score of 2.61, followed by Ebonyi, Anambra, and Abia State with mean scores of 2.56, 2.55, and 2.54, respectively, while Imo State had the lowest mean score of 2.45. According to the data, subject matter competency has a significant influence on upper basic education in four of the five states (Abia, Anambra, Ebonyi, and Enugu). However, Imo State's findings contrasted, indicating that subject matter competency had no influence on the implementation of prevocational studies. This finding is consistent with Obomanu's (2015) assertion that the teaching and learning of any school topic (particularly practical courses such as vocational and pre-vocational studies) should be carried out by professionally educated instructors with the necessary subject-area competencies. Similarly, the findings from research question two support Hakim's (2015) assertion that subject matter competence guides teachers in their ability to select relevant topics, instructional resources, logical presentation of lessons, and the use of appropriate techniques, all of which significantly promote efficiency in the teaching learning process. As indicated in the conceptual framework used to this study, the instructors' ability to deliver measurable educational results in a given sector of instruction is based on numerous elements, including mastery of subject matter.

6.0 Conclusion

The integration of pedagogical and subject matter expertise is vital for successful implementation of Prevocational studies curriculum As the educational system focuses on equipping students with practical skills for the job market, it is essential that teachers possess a thorough understanding of both the content they deliver and the teaching strategies that enhance students learning. The combination of pedagogical and subject matter competence is crucial for fostering an interactive atmosphere that encourages critical thinking problem-solving and the development of practical skills. The study recommends that:

01. government and management execute an action plan to improve teacher capacity in using modern pedagogy for effective implementation of pre-vocational curriculum. Constant supervision of instruction should be encouraged to support professional growth and teacher effectiveness in the delivery of pre-vocational studies.
02. School administrators, ministries of education, and state secondary education boards should ensure that subject area experts are hired and deployed in schools. Management should always guarantee that professors are assigned to teach in their field of expertise.

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