



RESEARCH ARTICLE

RETHINKING ECONOMICS EDUCATION FOR SUSTAINABLE DEVELOPMENT IN IMO STATE, NIGERIA: EVALUATING TUTORS' ICT QUALITY COMPETENCE INSTRUCTIONAL PROVISION.

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ABSTRACT

The researcher investigated Rethinking Economics Education for Sustainable Development in Imo-West, Imo State, Nigeria: Evaluating Tutors' ICT Quality Competence Instructional Provision. In this research, two research questions and two corresponding hypotheses guided the study. A descriptive survey research design was used in this study. 30,206 students from all 97 secondary schools in Imo State's Orlu Education Zones make up the study's population. The study used purposive and cluster sampling strategies to pick 395 students from 16 secondary schools in Orlu Education Zones, Imo State. Evaluating Tutors Quality Competence Instructional Provision Scale (ETQCIPS), a rating scale created by the researcher and consisting of 32 items rated as Extremely High Competency Level (EHCL), High Competency Level (HCL), Low Competency Level (LCL), and Extremely Low Competency Level (ELCL), served as the study's instrument. Cronbach alpha statistics yielded a reliability coefficient of 0.82. While the z-test statistics were used to test the hypotheses, the researcher used mean scores and standard deviations to analyse the data in order to answer the research questions. The findings showed that economics tutors' proficiency with ICT for high-quality instruction is limited and not statistically significant. Additionally, it was discovered that economics tutors in public senior secondary schools in Imo State's Orlu Education Zones have a high and noteworthy level of proficiency in mentoring techniques, classroom management, and classroom assessment for high-quality instructional delivery. These findings led to several recommendations, including that the government regularly provide workshops, seminars, and in-service trainings for tutors in the state's secondary schools led by computer specialists. Tutors will be able to acquire the ICT skills necessary to give education in classrooms.

Keywords: Rethinking, Economics education, sustainable development, ICT, instructional provision.

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1.0. INTRODUCTION

Education is a social process that guarantees a person's advancement from a lower position to a more sophisticated and higher one. It is an essential component of growth. Due to its significant contributions to the overall growth of the country, education is in great demand in Nigeria today. In order to achieve the objective of education as a tool for successful national development, Shah and Mastur (2011) assert that a wide range of disciplines are studied at various levels of Nigerian institutions. Economics is one of the topics included in secondary education. Worldwide recognition has been given to the significance and use of economics as a key prerequisite for achieving national development.

A case bound research evidence in America by Arnold cited in Macchi (2015) revealed that in 1994 alone, billions of dollars were invested in economic education research and development. Economics is seen as a crucial subject taught in senior secondary school in Nigeria and the majority of other emerging nations. In both human and societal life, economics plays a crucial role. Economics is generally seen as a social science that examines human conduct as a link between ends and limited resources with multiple applications. According to Amaechi and Mgboji (2016), economics is a social science that examines how people use their limited resources in order to reduce expenses.

1.1. Research Questions

The following research questions in line with the specific objectives guided the study:

1. What is the level of tutors' ICT quality competence in instructional provision for economics education in Imo West?
2. How does tutors' ICT competence influence sustainable development outcomes in economics education?

1.2. Hypothesis

The following hypotheses are formulated and are tested at a 0.05 level of significance.

HO₁: The mean score of Tutors' on perceived usefulness and ease of use of ICT tools influence their adoption and use in economics instruction is not significantly greater than the criterion mean of 20.00.

HO₂: The mean score of Tutors' ICT competence has a positive significant relationship with sustainable development outcomes in economics education is not significantly greater than the Criterion mean of 20.00.

2.0. REVIEW OF LITERATURE

2.1. Conceptualization

Economics

In order to maximise the fulfilment of human desires, Economics is a topic that deals with the effective use or management of scarce productive resources. In light of these definitions, it is necessary to emphasise that economics, as a discipline, aids man in comprehending and managing his



limited resources in order to satisfy his many desires. The teaching and learning of economics must be done correctly in secondary schools in order to meet the goals and objectives of the subject, not only for students who plan to pursue a career in economics but also more broadly as a component of the educational foundation that all students should have before graduating. This will provide the student with the essential tools for their academic, professional, and cultural growth.

The teaching and learning of economics in Nigeria's senior secondary schools is still beset with issues, despite the importance of secondary school economics studies to the country's development. The teaching and learning of economics presents challenges for both educators and students. Onah (2006) contends that because the majority of economics instructors did not major in economics, they find it challenging to teach the complex ideas, which makes it harder for students to understand. However, Ochuba (2014) notes that many students may not take economics seriously since they believe it to be an extremely simple subject.

Rethinking Economics Education

Imo State, located in southeastern Nigeria, faces significant development challenges, including poverty, environmental degradation, and unemployment. Economics education plays a crucial role in addressing these challenges by equipping students with analytical tools and critical thinking skills. However, the current economics curriculum may not adequately address sustainable development issues. In order to meet the expectations of educational stakeholders, quality instructional delivery involves teachers using appropriate teaching strategies and resources to foster student compassion, which results in improved comprehension and academic success. Deliberate and research-based teaching strategies are used to create this ideal teaching-learning environment. In order to ensure a favourable influence on learning outcomes, economics instructors must evaluate if their activities and teaching tactics are effectively resonating with students as they engage in daily classroom instruction.

Current State of Economics Education in Imo State

The economics curriculum focuses on theoretical concepts, with limited emphasis on practical applications and real-world problems. There is a lack of integration of sustainable development concepts, such as environmental economics and social responsibility. Contextually, Ogunmola (2022) assert that in order to give quality instruction, teachers must set high standards for their students, specify learning objectives precisely, and make use of pertinent teaching strategies and curriculum-aligned resources. In a similar vein, Dammas and Alharthy (2019) contend that effective teaching goes beyond merely imparting knowledge in order to provide students with the fundamental abilities, attitudes, and behaviours required for academic success, future self-sufficiency, and the acquisition of desired credentials. Thus, in order to efficiently provide excellent Teachers are expected to have some degree of proficiency when instructing students in economics.

Tutors ICT Quality Competence

The methodical process of obtaining, processing, storing, retrieving, and disseminating information via print, broadcast computer, and telecommunication media is known as information and communication technology. Information and communication technologies (ICTs) include everything that can be produced and distributed to users in a timely and cost-effective manner for the benefit of humanity as a whole. One of the scientific advances that has revolutionised numerous areas of human endeavour is information and communication technology, or ICT. encompassing business,



engineering, health, and education worldwide. IT, according to Hassan and Gundipe (2017), is an electronic device that facilitates access to knowledge by retrieving, storing, processing, and packaging information. ICT is defined by Igboeli and Bisallah (2020) as the digital handling and use of information through computers. ICT is a helpful instrument for improving and reforming education. For instance, ICT can be used in a classroom context to provide instruction that is complemented by a variety of instructional strategies.

2.2. THEORETICAL REVIEW

Technology Acceptance Model (1989)

The paper Rethinking economics education for sustainable development in Imo State: Evaluating tutors' ICT quality competence instructional provision utilised the Technology Acceptance Model (TAM) by David et al to understand tutors' adoption and use of ICT tools in teaching economics. TAM posits that perceived usefulness and perceived ease of use influence technology adoption.

Human Capital Theory (1962)

This theory was formalized by Becker but contemporaneously developed by others, helps us understand the training activities of firms. It reintroduced the view that education and training represent investment in future productivity and not just consumption of resources. It also explains how tutors' ICT competence contributes to sustainable development by enhancing the quality of economics education, leading to better human capital outcomes.

3.0. RESEARCH METHOD

A descriptive survey research design was used in this study. 30,206 students from all 97 secondary schools in Imo State's Orlu Education Zones make up the study's population. The study used purposive and cluster sampling strategies to pick 395 students from 16 secondary schools in Orlu Education Zones, Imo State. Evaluating Tutors Quality Competence Instructional Provision Scale (ETQCIPS), a rating scale created by the researcher and consisting of 32 items rated as Extremely High Competency Level (EHCL), High Competency Level (HCL), Low Competency Level (LCL), and Extremely Low Competency Level (ELCL), served as the study's instrument. Cronbach alpha statistics yielded a reliability coefficient of 0.82. While the z-test statistics were used to test the hypotheses, the researcher used mean scores and standard deviations to analyse the data in order to answer the research questions.

4.0. PRESENTATION OF RESULTS AND DISCUSSION

The researcher chronologically organized the data set used under the following subheadings; presentation of results based on research questions and testing of hypotheses as well as conclusive findings.

Research Question One: What is the level of tutors' ICT quality competence in instructional provision for economics education in Imo West?

**Table 1: Mean ratings of tutors ICT compliance in instructional provision to students toward economics education.**

S/ N	Items	VH CL	HC L	LC L	VL CL	F _x	X	SD	Decision
1	Setting up system computer (CPU, monitor, keyboard and mouse	43	16	192	144	748	1.91	0.25	LCL
2	Connecting and installing peripheral devices (printer, scanner, etc)	26	33	172	164	711	1.80	0.34	LCL
3	Use of PowerPoint application for presentation of lessons	52	23	163	157	757	1.92	0.22	LCL
4	Use of online resources to make lesson note for instructional delivery	46	25	185	139	768	1.48	0.19	LCL
5	Use of multimedia projector to delivery lessons to students	51	32	207	105	819	2.07	0.06	LCL
6	Use of multimedia tools in explaining Chemistry contents to students.	37	31	191	136	759	1.92	0.22	LCL
7	Organize classroom activities with the use of interactive simulations.	17	34	225	119	739	1.87	0.27	LCL
8	Effective use of whatsapp in sending academic tasks to students	41	34	145	175	731	1.85	0.29	LCL
Obtained Mean						12.91	1.84	LCL	
Expected Mean						20.00			

The mean scores and standard deviation for level of tutor's ict quality competence in instructional provision for economics education were displayed in Table 1. The results indicated that the mean scores for items 1, 2, 3, 4, 5, 6, 7, and 8 were lower than the required mean score of 2.50. The items had a low competence level, as evidenced by the obtained mean score of 12.91 and standard deviation of 1.84, compared to the projected mean score of 20.00. The result concluded that at public senior secondary schools in Imo State's Orlu Education Zones, economics instructors' proficiency in using ICT for high-quality instruction is low.

Hypotheses One

HO1: The mean score of Tutors' on perceived usefulness and ease of use of ICT tools influence their adoption and use in economics instruction is not significantly greater than the criterion mean of 20.00.

Table 2: z-test statistics on the mean score of Tutors' on perceived usefulness and ease of use of ICT tools influence their adoption and use in economics instruction.

n	X	SD	df	z-cal	z-tab	Decision
395	12.91	1.84	394	-76.65	1.96	Accept H ₀₁

Table 2 The 394 students' grand mean score and standard deviations were 12.91 and 1.84, respectively, according to Table 2. The decision is to accept the null hypothesis and conclude that the mean score of Tutors' on perceived usefulness and ease of use of ICT tools influence their adoption and use in economics instruction is not significantly greater than the criterion mean of 20.00 in public senior secondary schools in Owerri Education Zone I of Imo State at 394 degrees of freedom. The z-test's result of -76.65 is less than the z-tabulated at the 5% level of significance.

**Research Question Two**

How does tutors' ICT competence influence sustainable development outcomes in economics education?

Table 3: Mean ratings of tutors ICT competence influencing sustainable development outcomes in economics education

S/N	Items	VH CL	HC L	LC L	VL CL	Σfx	X	SD	Decision
1	Teachers communicate well	121	215	19	40	1207	3.06	0.03	HCL
2	Present lessons logically and sequentially	196	133	33	33	1282	3.25	0.23	HCL
3	State objectives for each class session	203	141	12	39	1298	3.29	0.26	HCL
4	Display an interesting style of presentation	116	235	19	25	1232	3.12	0.09	HCL
5	Start lesson from simple and known aspects to complex and unknown aspects	211	153	7	24	1341	3.39	0.36	HCL
6	Facilitating group discussion among students	43	16	192	144	748	1.89	1.15	LCL
7	Praise good work	165	192	11	27	1285	3.25	0.22	HCL
8	Vary the teaching methods to ensure that the students are actively engaged	119	204	35	37	1195	3.03	0.01	HCL
	Obtained Mean						24.28	2.35	HCL
	Expected Mean						20.00		

Source: Authors Analysis (2025).

Data in table 3 indicated the mean ratings of tutors' ICT competence influence on sustainable development outcomes in economics education were displayed in Table 3 together with the standard deviation. The results showed that only item 14 recorded a mean score below the criterion mean score of 2.50, whereas items 9, 10, 11, 12, 13, 15, and 16 recorded mean values above the threshold. The items demonstrated a high level of competence, as evidenced by the achieved mean score of 24.28 and standard deviation of 2.35, compared to the projected mean score of 20.00. The findings showed that public senior secondary schools in the Orlu Education Zones of Imo have highly competent economics teachers who apply teaching approaches for high-quality instructional delivery.

Hypotheses Two: The mean score of Tutors' ICT competence has a positive significant relationship with sustainable development outcomes in economics education is not significantly greater than the Criterion mean of 20.00.

Table 4: z-test statistics on the mean score of Tutors' ICT competence has a positive significant relationship with sustainable development outcomes in economics education

n	X	SD	df	z-cal.	z-tab.	Decision
395	24.28	2.35	394	36.27	1.96	Reject H ₀₂

Source: Authors Analysis (2025).



Data in table 4: The grand mean score and standard deviations of 395 students were 24, 28, and 2.35, respectively, according to the data in Table 4. When the z-test is applied at 394 degrees of freedom, the result is greater than the z-tabulated at the 5% level of significance. Therefore, the hypothesis is rejected, and it is concluded that the mean score of Tutors' ICT competence has a positive significant relationship with sustainable development outcomes in economics education is not significantly greater than the Criterion mean of 20.00. in public senior secondary schools in Owerri Education Zone 1, Imo West of Imo State.

5.0. CONCLUSION AND RECOMMENDATIONS

Rethinking economics education in Imo State is crucial for sustainable development. By incorporating sustainable development concepts, practical applications, and interdisciplinary approaches, we can equip students to address the state's development challenges. This study recommend for the immediate:-

1. Review and revision of the economics curriculum to incorporate sustainable development concepts
2. Provision of training and resources for teachers to effectively deliver the revised curriculum.
3. Formulation of partnerships with organizations and industries to provide practical experiences for students.
4. Incorporation topics like environmental economics, sustainable resource management, and social entrepreneurship into the curriculum.
5. Collaboration with other departments, such as environmental science and sociology, to provide a holistic understanding of sustainable development.

Conflict of Interest

The authors declare that no conflict of interest exist in this manuscript.

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