INTERNATIONAL JOURNAL OF EDUCATION, SOCIAL AND MANAGEMENT SCIENCE
(IJESMS) Print: 3115-5111 - Online: 3115-5588. Vol 2, No.:2. 2026
https://journals.iempsglobal.org/index.php/IJESMS

IMPRESSION OF CONCRETIVE' LESSON PLANNING ON STUDENTS' LEARNING ISSUES IN HEALTH EDUCATION IN BRASS LOCAL GOVERNMENT AREA OF BAYELSA STATE

BY

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Abstract

Impression of Concretive Lesson Planning on Students' Learning Issues in Health Education in Brass Local Government area of Bayelsa state, was examined by the researcher. The study employed a descriptive survey design. The population comprised 76 Home Economics teachers, which were also used as sample size for the study due to its manageability size, the entire population was used as the sample through the total enumeration technique. A 21-item structured questionnaire served as the instrument for data collection. Its validity was ascertained using face and content validity methods, while the reliability yielded a coefficient of 0.83 using the Cronbach's Alpha Method. Data were analyzed using mean, standard deviation, and independent t-test. Findings revealed that concretive lesson planning improved the use of instructional materials, enhanced clarity in lesson delivery, and promoted better assessment strategies. Independent t-test results showed significant differences in these three instructional variables between teachers who engaged in concretive' planning and those who did not. It was recommended that school administrators should encourage regular concretive' planning sessions among Home Economics teachers; government should provide professional development workshops focused on team-based lesson design; curriculum planners should integrate concretive' practices in teachers training programmes.

Keywords: Concretive' Planning, Home Economics, Lesson Delivery, Teacher Concretive' Students' Issues

Introduction

Education remains the cornerstone of national development and a vital instrument for individual empowerment and social transformation. In recent years, there has been an increasing demand for instructional approaches that promote improved students' learning outcomes, especially in skill-

based subjects like Home Economics. One of such approaches is concretive' lesson planning (CLP), which emphasizes teamwork among teachers in the preparation and delivery of concerted instructional content. The concept of concerted lesson planning has gained traction globally and is considered a transformative strategy that fosters shared professional responsibility. Reflective practice, and improvement in teaching quality. According to Eke and Edem (2022), concerted lesson planning involves joint efforts by teachers to design, structure, and evaluate lessons for effective instruction. Similarly, Ajayi and Afolabi (2021) assert that CL.P enhances teacher capacity, strengthens curriculum implementation, and improves learners' performance by incorporating diverse teaching strategies and expertise. Thus, CLP represents a shift from isolated planning to an interactive and collegial model that fosters professionalism, innovation, and accountability in instructional delivery.

In linking concretive' lesson planning to students' learning outcomes in Home Economics, it becomes imperative to explore the implications of CLP on specific pedagogical practices. As an instructional model, CLP promotes the systematic integration of key teaching components such as the use of instructional materials, clarity and coherence of lesson delivery, and effective assessment strategies, all of which are critical to students' academic success. Ogbebor and Concretive' Chikwendu (2020) highlighted that concretive' lesson planning not only enhances the professional confidence of teachers but also promotes consistency in curriculum delivery. Similarly, Omeje and Ugwu (2019) noted that when teachers collaborate, there is a better alignment between instructional goals and assessment techniques, which ultimately fosters concerted improved student outcomes. Therefore, this study considers three variables of concerted lesson planning use of instructional materials, clarity of lesson delivery, and assessment strategies.

The use of instructional materials in the classroom serves as an essential strategy for simplifying complex Home Economics concepts and making lessons engaging. Instructional materials refer to all physical and digital resources used to facilitate the teaching and learning process, including charts, models, kitchen utensils, and videos. The integration of such materials is critical in-Home Economics due to its practical orientation and emphasis on skill acquisition. Adegoke and Ilesanmi (2021) observed that when teachers jointly plan lessons, there is greater creativity and intentionality in selecting instructional materials that are relevant and student-friendly. Moreover, concerted planning enables teachers to pool available resources and share effective ways to utilize them for maximum impact. The synergy generated through CLP improves the contextualization of lessons and contributes significantly to students' understanding and retention.

Another core variable of concretive' lesson planning is the clarity of lesson delivery. This involves the structured presentation of subject content, ensuring logical flow, simplified language, and coherence in teaching activities. Clarity in lesson delivery is critical to students' academic achievement, especially in subjects requiring procedural demonstrations such as Home concerted Economics. According to Ogundele and Ajibade (2020), concerted planning helps teachers to

rehearse lesson steps, critique one another's delivery styles, and eliminate ambiguities in instructional methods. Through such concertion, teachers enhance their communication effectiveness and increase students' ability to grasp concepts. Team planning also allows educators to design lessons that align with students' learning preferences and cognitive levels, thereby minimizing confusion and cognitive overload.

Assessment strategies, as the third variable, refer to the various methods used by teachers to evaluate student understanding, track progress, and provide feedback. In the context of CLP, assessment strategies are discussed and agreed upon collectively, ensuring alignment with instructional objectives and fairness in evaluation. Concretive' planning fosters the adoption of diverse and inclusive assessment tools such as group tasks, performance-based tests, and peer evaluations, which are particularly suitable for Home Economics. Uche and Nwosu (2022) emphasized that concretive' assessment design helps teachers reflect on best practices and adopt a more student-centered approach to evaluation. This promotes consistency in grading, enhances feedback quality, and ultimately contributes to improved student learning outcomes.

This study is anchored on Vygotsky's (2019) Social Constructivist Theory, which emphasizes the role of social interaction and concertion in the learning process. According to this theory, individuals learn better when they engage with more knowledgeable others within their zone of proximal development. In the context of this study, teachers serve as co-constructors of knowledge through concretive' lesson planning, which not only enhances their own instructional capacity but also improves students' learning outcomes. The theory supports the idea that teaching is a social practice, and meaningful learning occurs when teachers interact, share experiences, and reflect on pedagogical strategies. The relevance of this theory to the present study lies in its emphasis on collective participation and the transformative impact of concertion on both teaching quality and student achievement.

Empirical evidence has further supported the importance of concretive' lesson planning in enhancing teaching and learning. For instance, Eze and Okonkwo (2021) conducted a study on concretive' instructional strategies and found that students taught by teachers who planned lessons concretive'ly performed significantly better in both theoretical and practical assessments. Similarly, Olowookere and Oyeleke (2020) reported that concretive' planning among science teachers improved students' engagement and motivation in class. In another study, Musa and Adepoju (2019) found that CLP reduced teacher workload and enhanced the effective use of instructional time. Adebayo and Adebisi (2021) also noted that concretive' lesson planning promoted the integration of ICT in teaching, thereby facilitating deeper learning. Furthermore, Okoro and Ezeani (2023) examined the relationship between concretive' teaching practices and students' academic achievement in vocational subjects and concluded that CLP improved classroom delivery, lesson organization, and assessment quality. Despite these studies, there remains a gap in localized research focusing specifically on Home Economics teachers in Brass

Local Government Area of Bayelsa State, particularly with attention to how concretive' lesson planning influences instructional materials usage, lesson delivery clarity, and assessment strategies.

Given the crucial role of Home Economics in equipping students with life skills and the increasing emphasis on concretive' instructional approaches, it is important to investigate how concretive' lesson planning affects students' learning outcomes in this subject area. Thus, this study seeks to explore the impact of concretive' lesson planning on students' learning outcomes in Home Economics in Brass LGA of Bayelsa State.

Despite the recognized importance of Home Economics in equipping students with essential life skills, students' learning outcomes in the subject remain below expectation in Brass Local Government Area. Observations reveal poor mastery of practical skills, low classroom engagement, and underachievement in both theory and practical examinations, raising concerns about the effectiveness of teaching strategies employed.

Although education stakeholders have introduced training workshops, curriculum reviews, and teacher support programs, there is little evidence of sustained improvement in instructional practices. Most efforts have focused on individual teacher performance, with limited emphasis on concretive' lesson planning as a strategy to improve teaching quality and student learning.

Given this gap, there is a need to investigate how concretive' lesson planning could address these challenges by enhancing instructional materials usage, lesson clarity, and assessment practice. To what extent does concretive' lesson planning influence students' learning outcomes in Home Economics in Brass Local Government Area of Bayelsa State?

The aim of this study was to examine the impression of concretive' lesson planning on students' learning outcomes in Home Economics in Brass Local Government Area of Bayelsa State.

The specific objectives of the study were to:

1. Determine the impression of concretive' lesson planning on the use of instructional materials in Home Economics in Brass local government area of Bayelsa State.
2. Examine the impact of concretive' lesson planning on the clarity of lesson presentation in Home Economics in Brass local government area of Bayelsa State.
3. Assess the impact of concretive' lesson planning on the quality of students' assessment in Home Economics in Brass local government area of Bayelsa State.

The following research questions guided the study:

1. To what extent does concretive lesson planning influence the use of instructional materials in Home Economics in Brass Local Government Area of Bayelsa State?
2. To what extent does concretive lesson planning affect the clarity of lesson presentation in Home Economics in Brass Local Government Area of Bayelsa State?
4. To what extent does concretive lesson planning impact the quality of students' assessment in Home Economics in Brass Local Government Area of Bayelsa State?

The following null hypotheses were tested in the study:

1. There is no significant difference in the use of instructional materials between Home Economics teachers who engage in concretive' lesson planning and those who do not in Brass Local Government Area.
2. There is no significant difference in the clarity of lesson presentation between Home Economics teachers who engage in concretive' lesson planning and those who do not in Brass Local Government Area.
3. There is no significant difference in the quality of students' assessment between Home Economics teachers who engage in concretive' lesson planning and those who do not in Brass Local Government Area

The findings of this study will be beneficial to various stakeholders in the education sector including Home Economics teachers, school administrators, curriculum planners, and education policymakers. These groups play key roles in planning, delivering, and evaluating effective teaching and learning processes.

Home Economics teachers will benefit by gaining insights into the advantages of concretive' lesson planning, particularly in improving their use of instructional materials, clarity of lesson presentation, and assessment practices. This could lead to improved teaching efficiency and better student learning outcomes.

School administrators and curriculum planners will find the study useful in designing teacher support programs and professional development workshops that emphasize concertion. Policymakers may use the findings to inform policies that promote teamwork among teachers to enhance instructional quality and student academic performance.

The study focused on examining the impression of concretive' lesson planning on students' learning outcomes in Home Economics, specifically in relation to the use of instructional materials, clarity of lesson presentation, and students' assessment practices. The study was delimited to all

76 Home Economics teachers in public secondary schools in Brass Local Government Area of Bayelsa State.

Methodology

This study adopted the descriptive research design to examine the Impression of Concretive' Lesson Planning on Students' Learning Outcomes in Home Economics in Brass Local Government Area of Bayelsa State. The descriptive design was considered appropriate because it enabled the researchers to collect, describe, and interpret data from a naturally occurring environment without manipulation, allowing for an accurate assessment of the variables in relation to the target population. The population of the study comprised all the 76 Home Economics in public secondary schools in Brass Local Government Area of Bayelsa State. This information was obtained from the Post Primary Education Board (PPEB), Brass Zonal Office (2024). The sample for the study included all 76 Home Economics teachers in the 46 public secondary schools in Brass Local Government Area. The sampling technique used was the complete enumeration method. This method was adopted because the population size was small and manageable, allowing the researchers to include all members of the population to ensure accuracy and eliminate sampling error. The instrument used for data collection was a structured questionnaire titled Concretive' Lesson Planning and Students' Learning Outcomes Questionnaire (CLPSLOQ). The questionnaire consisted of two sections: Section A focused on demographic characteristics of the respondents, while Section B contained 21 structured items relating to the research variables. The instrument underwent both face and content validity. Two experts one in Home Economics Education and the other in Educational Measurement and Evaluation validated the instrument to ensure clarity, relevance, and coverage of the study's content areas. The reliability of the instrument was established using the Cronbach Alpha method. A reliability coefficient of 0.83 was obtained, indicating a high level of internal consistency and reliability of the instrument. The data were collected by the researchers themselves. Thisapproach ensured close monitoring of the process, provided an opportunity to clarify ambiguities, and enhanced the accuracy and completeness of the responses. Data collected were analyzed using both descriptive and inferential statistical methods. Percentages, mean scores, and standard deviation were used to analyze the research questions, while the independent t-test was employed to test the hypotheses at the 0.05 level of significance.

Results and Discussion

Research Question 1

To what extent does concretive' lesson planning influence the use of instructional materials inHome Economics in Brass Local Government Area of Bayelsa State?

Table 1: **Analysis of Concretive' home Economic Teaching and Use of Instructional Materials**

S/N	Item	Mean	SD	Remark
1	Concretive' lesson planning helps me select suitable teaching aids for each topic.	2.73	0.94	High Extent
2	I gain better access to diverse instructional resources when planning lessons concretively	2.65	1.08	High Extent
3	My ability to effectively use teaching materials improves through shared planning.	2.72	0.99	High Extent
4	Concretive' lesson planning helps me understand how to use materials to meet learners' needs.	2.49	1.07	Low Extent
5	Sharing ideas during planning leads to more creative use of instructional materials.	2.51	1.06	High Extent
	Grand Mean	**2.62**		**High Extent**

Table 1 presents the analysis of the influence of concretive' lesson planning on the use of instructional materials in Home Economics in Brass Local Government Area of Bayelsa State. The result shows that teachers agreed to a high extent that concretive' lesson planning helps them select suitable teaching aids (Mean= 2.73 , SD = 0.94) , gain access to diverse instructional resources (Mean= 2.65 SD = 1.08) and improve their ability to use materials effectively (Mean= 2.72, SD = 0.99). While one item - understanding how to use materials to meet learners' needs was rated low (Mean= 2.49) SD = 1.07) the rest were rated high, including the creative use of materials through shared ideas (Mean= 2.51 , SD = 1.06) With a grand mean of 2.62, the result indicates that concretive' lesson planning influences the use of instructional materials in home Economic teaching to a high extent.

Research Question 2

To what extent does concretive' lesson planning affect the clarity of lesson presentation in Home Economics in Brass Local Government Area of Bayelsa State?

Table 2: Analysis of Concretive' home Economic Teaching and Clarity of Lesson Presentation

S/N	Item	Mean	SD	Remark
6	Concretive' planning improves how I structure my lesson presentations.	2.75	1.02	High Extent
7	I find it easier to explain concepts when lessons are planned with colleagues.	2.47	0.96	Low Extent
8	My confidence in presenting Home Economics lessons increases with concretive' planning..	2.57	0.99	High Extent
9	Working with colleagues helps me identify better ways to simplify complex topics.	2.63	0.98	High Extent
10	Learners understand my lessons better when I use concretive'ly planned content.	2.59	0.97	High Extent
	Grand Mean	**2.63**		**High Extent**

Table 2 presents the analysis of the extent to which concretive' lesson planning affects the clarity of lesson presentation in Home Economics in Brass Local Government Area of Bayelsa State. The data reveal that teachers rated concretive' planning as helpful to a high extent in improving the structure of their lesson presentations (Mean= 2.75 SD = 1.02), increasing confidence during presentation (Mean= 2.57, SD = 0.99) simplifying complex topics through teamwork (Mean= 2.63 SD = 0.98) and enhancing learners' understanding (Mean= 2.59 , SD = 0.97). However, the ease of explaining concepts through concretive' planning received a low rating (Mean= 2.47, SD = 0.96) Despite this, the overall grand mean of 2.63 indicates that concretive' lesson planning affects the clarity of lesson presentation to a high extent.

Research Question 3

To what extent does concretive' lesson planning impact the quality of students assessment in Home Economies in Brass Local Government Area of Bayelsa State?

Table 3: Analysis of Concretive' home Economic Teaching and Assessment of Students' Performance

S/N	Item	Mean	SD	Remark
11	Concretive' lesson planning helps me prepare clear assessment questions.	2.58	1.06	High Extent
12	I am better able to assess students' practical skills when I plan with colleagues.	2.52	1.03	High Extent
13	Shared planning improves the consistency of assessment across classes.	2.54	1.04	High Extent
14	I develop more engaging assessment methods during concretive' planning.	2.45	0.97	Low Extent
15	Concretive' planning helps me align assessments with lesson objectives	2.50	0.99	High Extent
	Grand Mean	**2.52**		**High Extent**

Table 3 presents the analysis of the extent to which concretive' lesson planning impacts the Brass quality of students assessment in Home Economics in Brass Local Government Area of Bayelsa State. The results show that teachers agreed to a high extent that concretive' planning helps them prepare clear assessment questions (Mean= 2.58 SD = 1.06), assess students' practical skills more effectively (Mean= 2.52 SD = 1.03) improve assessment consistency across classes (Mean= 2.54 SD = 1.04), and align assessments with lesson objectives (Mean= 2.50, SD = 0.99) However, the development of more engaging assessment methods was rated low (Mean= 2.45 , SD = 0.97). With a grand mean of 2.52, the findings indicate that concretive' lesson planning impacts the quality of students' assessment to a high extent.

Hypothesis 1

There is no significant difference in the use of instructional materials between Home Economics teachers who engage in concretive' lesson planning and those who do not in Brass Local Government Area.

Table 4: t-test Analysis of the Difference in the use of instructional materials between Home Economics teachers who engage in concretive' lesson planning and those who do not

Concretive' lesson Planning	N	Mean	SD	t-cal	t-crit	Sig	Df	Remark
Engaged in (Used)	43	3.53	0.80	10.89	1.96	0.05	148	Rejected
Not Engaged in (Not Used)	34	1.57	0.75					

Table 4 presents the t-test analysis of the difference in the use of instructional materials between Home Economics teachers who engage in concretive' lesson planning and those who do not in Brass Local Government Area. The results reveal that teachers who engaged in concretive' lesson planning had a mean score of 3.53 with a standard deviation of 0.80, while those who did not had a higher mean score of 1.57 and a standard deviation of 0.75. The calculated z-value of 10.89 exceeded the critical t-value of 1.96 at a 0.05 level of significance and 148 degrees of freedom. Based on this, the null hypothesis was rejected. This implies that there was a significant difference in the use of instructional materials between teachers who engaged in concretive' lesson planning and those who did not.

Hypothesis 2

There is no significant difference in the clarity of lesson presentation between Home Economics teachers who engage in concretive' lesson planning and those who do not in Brass Local Government Area

Table 5: t-test Analysis of the Difference in the clarity of lesson presentation between Home Economics teachers who engage in concretive' lesson planning and those who do not

Variables	N	Mean	SD	t-cal	t-crit	Sig	Df	Remark
Male	43	2.98	0.70	5.53	1.96	0.05	148	Accepted
Female	34	2.14	0.65					

Table 5 presents the t-test analysis of the difference in the clarity of lesson presentation between Home Economics teachers who engage in concretive' lesson planning and those who do not in Brass Local Government Area. The result shows that teachers who engaged in concretive' lesson planning had a mean score of 2.98 and a standard deviation of 0.70, while those who did not had a mean score of 2.14 with a standard deviation of 0.65. The calculated t-value of 5.53 is greater than the critical t-value of 1.96 at a 0.05 level of significance with 148 degrees of freedom. Based on this result, the null hypothesis is rejected. This indicates that there is a significant difference in the clarity of lesson presentation between teachers who engage in concretive' lesson planning and those who do not.

Hypothesis 3

There is no significant difference in the quality of students' assessment between Home Economics teachers who engage in concretive' lesson planning and those who do not in Brass Local Government Area.

Table 6: t-test Analysis of the Difference in clarity of lesson presentation between Home Economics teachers who engage in concretive' lesson planning and those who do not

Variables	N	Mean	SD	t-cal	t-crit	Sig	Df	Remark
Male	43	2.72	0.5	4.93	1.96	0.05	148	Rejected
Female	34	2.03	0.6					

Table 6 presents the t-test analysis of the difference in the quality of students assessment between Home Economics teachers who engage in concretive' lesson planning and those who do not in Brass Local Government Area. Teachers who engaged in concretive' lesson planning had a mean score of 2.72 with a standard deviation of 0.5, while those who did not had a mean score of 2.03 with a standard deviation of 0.6. The calculated z-value of 4.93 exceeds the critical z-value of 1.96 at a 0.05 level of significance and 148 degrees of freedom. Consequently, the null hypothesis is

rejected, indicating a significant difference in the quality of students' assessment between teachers who engage in concretive' lesson planning and those who do not.

Discussion of Findings

The findings from the study revealed and discussed as follows. The findings from the study concretive' revealed that concretive' lesson planning (CLP) has a high impact on the use of instructional materials, the clarity of lesson presentation, and the quality of students' assessment in Home Economics in Brass Local Government Area.

Concretive' Lesson Planning and Use of Instructional Materials

The study found that concretive' lesson planning influences the use of instructional materials in Home Economics teaching to a high extent and that there was a significant difference between teachers who engaged in CLP and those who did not. This finding aligns with the researcher's expectation that concretive' efforts would enhance the quality and frequency of instructional material use. This finding is in agreement with the assertion of Adegoke and Ilesanmi (2021), who observed that CLP fosters creativity and intentional selection of relevant instructional resources, making lessons more engaging and impactful. Similarly, this finding aligns with the result of Okoro and Ezeani (2023), who concluded that CLP significantly improved classroom delivery and the contextualization of lessons, especially in vocational subjects like Home Economics. These studies confirm that pooling resources and sharing ideas during concretive' planning helps teachers maximize the use of instructional tools that support students' skill acquisition.

Concretive' Lesson Planning and Clarity of Lesson Presentation

The study also showed that concretive' lesson planning positively affects the clarity of lesson presentation to a high extent and that there was a significant difference in lesson clarity between teachers who planned concretive'ly and those who did not. This finding met the researcher's expectation that CLP would enhance how clearly teachers present lessons. It is in alignment with the findings of Ogundele and Ajibade (2020), who noted that concretive' planning allows teachers to rehearse, refine, and structure lesson delivery for greater coherence and effectiveness. It also agrees with the assertion of Okoro and Ezeani (2023), who found that concretive' planning improved lesson organization and eliminated ambiguities in instructional approaches. These studies support the notion that joint planning enables teachers to present information more logically and accessibly, increasing students' comprehension and retention.

Concretive' Lesson Planning and Quality of Students' Assessment

Lastly, the findings revealed that concretive' lesson planning impacts the quality of students' assessment to a high extent, and there was a significant difference in assessment quality between

those who engaged in CLP and those who did not. This finding aligns with the researcher's expectation that concertion would lead to more robust and consistent assessment practices. It is in agreement with Uche and Nwosu (2022), who emphasized that CLP promotes reflection on best practices and supports the development of student-centered assessment tools. Similarly, this finding corroborates the results of Eze and Okonkwo (2021), who reported that concretive' instructional planning significantly improved students performance in both theoretical and practical evaluations. These studies confirm that when teachers plan assessments together, they ensure alignment with learning objectives, improve grading fairness, and enhance feedback quality.

In summary, the findings of the study support the view that concretive' lesson planning serves as a catalyst for improved instructional practice in Home Economics, particularly in the use of instructional materials, clarity of lesson delivery, and the effectiveness of student assessments. These issues are consistent with existing literature and validate the relevance of Vygotsky's Social Constructivist Theory in the context of teacher concretion and student learning enhancement.

The findings also showed significant differences in these three instructional variables between teachers who engaged in concretive' planning and those who did not. These findings met the expectations of the researcher and align with the theoretical foundation of the study-Vygotsky's Social Constructivist Theory which posits that learning improves through social interaction and concretion.

Conclusion

The study conclusively established that concretive' lesson planning significantly enhances the use of instructional materials, clarity of lesson presentation, and quality of student assessment among Home Economics teachers, thus promoting more effective teaching and improved student learning outcomes.

Recommendations

Based on the findings of this study, the following practical recommendations are made:

1. **Home Economics teachers** should regularly engage in concretive' lesson planning sessions to share resources, improve instructional delivery, and ensure consistency in assessment practices.

2. **School administrators and education authorities** should institutionalize structured concretive' planning periods within the school timetable to foster peer interaction and professional development.

3. **Curriculum developers and policy makers** should incorporate concretive' planning as a key component in teacher training and continuous professional development programs to enhance instructional effectiveness and student performance.

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