

INFLUENCE OF TEACHER EFFECTIVENESS ON PRACTICAL WORK PERFORMANCE OF TECHNICAL COLLEGE STUDENTS IN ENUGU STATE ENUGU STATE

BY

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Abstract

The main focus of the study centred on practical performance of students and teachers effectiveness in technical college workshops in Enugu State. The students weakness and poor performance in workshop processes formed the problem for the study. Two (2) research questions and one hypothesis guided the study. Descriptive survey design was adopted for the study, with a population of 564 respondents. A sample size of 150 was randomly selected for the study. A structured questionnaire developed by the researcher called Technical Teachers Practical Effectiveness Questionnaire (TTEQ) was used in collecting data for the study. Four (4) point rating scale was used. Validation of the instrument was done by experts in measurement and evaluation. Reliability test was done using Abia state. The reliability coefficient value of 0.76 was obtained using Cronbach Alpha statistic. Out of the 150 copies of the instrument distributed, only 140 were correctly filled and returned. Mean (\bar{X}) with standard deviation (SD) was used in analyzing data collected. The hypothesis was test at 0.05 level of significance using t-test statistics. The findings in R/Q 1 & 2 tables 1&2 revealed that teachers used for the study are effective in workshop processes, but students are not happy with the level of exposure to practical training in the school workshops. The result of the hypothesis revealed that significant difference does exist between the performance of students taught by effective teachers and those taught by in effective teachers. Recommendations were made focusing on the government to sustain the technical programmes by improving on what is on ground presently.

Introduction

The level and quality of students practical performance in technical colleges have been things of concern to the labour market generally. The problems are so much that the society is querying the effectiveness and competence of the teachers. Since the quality of the education is dependent on the effectiveness and quality of teachers as reflected in the performance of their

duties. Internal and external examinations performances have been used to evaluate teaching and teachers competence in workshop processes (Ajao, 2012). The teachers influence on students competency attainment depends on his ability to translate policy into action and principles based on practice during interaction with the students in the workshop.

The students performance level will depend on the teacher and his ability to demonstrate those skills that will hitherto influence the students interest (Whefuma, 2001). Considering the huge capital investment in technical education and workshop equipment by the government, the product in terms of quality of students appeared to be below the expectation of the society. The big question is whether the failure is a reflection of very weak teachers who are deficient in practical work.

In other words the weakness of the teacher in workshop interaction and practices with the students can be regarded as one of the factors responsible for the low practical performance of students. This study was designed to determine the influence of students practical performance and teachers effectiveness in workshop practice. It also determined whether any significant difference existed in the performances of students taught by ineffective and effective teachers in workshop practice.

Effectiveness in teaching has been acclaimed to be the yard stick for measuring variety of all teaching methods. Onyeachu (1996) opined that mastery of subject matter and development of high competency level in terms of skill and practices should form the basis for measuring effectiveness in workshop processes. The effectiveness of a teacher is measured by the practical performance and competency level of the students (Adu and Olatundun 2007). A good predictor of students high performance level pitched on teachers effectiveness and high competency level in workshop processes. Low practical performance of students in Enugu State might be linked to ineffectiveness of the teacher in workshop processes and

practicals.

For the teacher to accomplish his or her teaching task, negative attitude to work and poor teaching habits must be removed. Other factors that can influence teaching and learning such as available resources, well equipped workshops, good infrastructure as well as instructional materials should be put in place for the expected change to be attained. Ofoegbu (2004) and Oredein (2000) suggested for a total re-think over the effectiveness of teachers in raising the level of students performance in workshop processes. They stated that, other factors such as socio-economic background, family support, intellectual aptitude of students, self-confidence and competency attainment have been found to influence students performance in practical examinations.

Since students practical performances are not the only predictors of teachers effectiveness, researchers are applying other ways of evaluating teachers effectiveness. Students competence in the evaluation of the effectiveness of their teachers has been of great help. However, studies have shown that students rating are valuable indicator of teachers effectiveness. Jacob and Lefgren (2006) advocated for a correlation study between students and school administrators evaluation system to measure teachers effectiveness. The reviewed literature appeared to support that effective teachers positively influence the practical performance of students in internal and external practical examinations. Moreover, other factors were found to have influenced students performance either positively or negatively in terms of practical competency.

Research Questions

The following research questions guided the study:

1. What extent do the teachers' effectiveness influence students' performance in workshop processes in technical colleges in Enugu State?
2. What extent do the practical performances of students taught by effective and ineffective teachers differ in technical colleges in Enugu State?

Hypothesis

A hypothesis was tested at 0.05 for level of significance

1. There is no significant difference between the mean performances of students taught by effective and ineffective teachers in workshop processes in technical colleges in Enugu State.

Methods

The study adopted descriptive survey method. The design as stated in Uzoagulu (2008) is a plan, or structure that is used to investigate an issue using sample of the population to collect data which is considered to be representative of the entire population.

A sample size of 150 teachers and students was drawn from a total of 564 teachers and students in technical colleges in Enugu state. Stratified random sampling technique was applied in the sampling. Two technical colleges were purposively, selected from two of the six education zones of the state. Government Technical Colleges Enugu and Nsukka. A total of 100 students and 50 teachers were randomly chosen from the two GTCs using purposive random method.

The instrument used for the study was a structured questionnaire, developed by the researcher, and termed

Technical Teachers Practical Effectiveness Questionnaire (TTPEQ). The questionnaire was designed for technical teachers and students of technical colleges from the state. The instrument sought information on the teachers practical effectiveness in their workshops. A four point rating scale of Very High Extent, High Extent, Low Extent, and Very low Extent was adopted for the study. The instrument contained a 20 item questions. The instrument was validated by two experts, one each from measurement and evaluation unit in the Faculty of Education, Enugu State University of Science and Technology and Dept of Technical and Vocational Education (ESUT). A reliability coefficient value of 0.76 was obtained using Cronbach Alpha correlation using 20 similar respondents from GTC Abakailiki Ebonyi State. Data collected were analysed and correlation coefficient was 0.76 which was adequate for use by the study.

The administration of the instrument was carried out by the researcher and three trained research assistants. Out of the 150 copies of the questionnaires administered, only 140 were correctly filled and returned showing a return rate of 90%.

The data collected was collated and analyzed using mean with standard deviation. Data from teachers and students on practical performance effectiveness in workshop processes were collected and presented in tables

1-3

The null hypothesis was tested at 0.05 level of significance using t -test statistics.

The decision rule implies that any score value of 2.50 and above is accepted as high while any score below 2.50 is regarded as low and is not accepted.

For the hypothesis H_0 , t -test were employed, and where the value of the obtained t -test is equal or greater than the critical value at 0.05 level of significance, the null hypothesis was

rejected, otherwise is was accepted.

$$\begin{array}{rcl}
 \text{Very High Extent} & - & 4 \\
 \text{High Extent} & - & 3 \\
 \text{Low Extent} & - & 2 \\
 \text{Very Low Extent} & - & 1 \\
 & & \hline
 & & 10
 \end{array}$$

$$\begin{array}{rcl}
 4 \times 3 \times 2 \times 1 & = & 24 \\
 & \hline
 & 4 & = 2.50
 \end{array}$$

Research Question

To what extent does the teachers effectiveness influence students performance in workshop practice in technical colleges in Enugu State?

Table I.

Influence of Teachers Effectiveness on students workshop practice in Technical colleges in Enugu State

S/NO	Questionnaire Items	\bar{X}	SD	Remark
1.	Interpret working drawing	3.29	1.26	H E
2.	Sett out projects on ground	3.32	1.23	H E
3.	Detects faults in drawing	3.34	1.26	H E
4.	Effect some corrections while setting out	2.97	1.29	H E
5.	Handle basic machine works	2.92	1.24	H E
6.	Trace faults on site	3.28	1.13	H E
7.	Demonstrate skill competence on site	2.90	1.27	H E
8.	Organize practical Training for students	3.17	1.15	H E
9.	Demonstrate safety in the workshop	3.25	1.18	H E
10.	Demonstrate cleanliness in the workshop	3.24	1.08	H E
Grand Mean		3.17	1.28	

Table 1 shows that teachers effectiveness in workshop processes is high. The mean ranges of 2.90 to 3.34 with grand mean of 3.17 and SD range of 1.08 to 1.29 and grand SD of 1.28, indicating positive response from teachers on practical performance effectiveness in workshops. The findings revealed that teachers used for the study are effective in workshop processes.

Research Question 2: what extent do the practical performances of students taught by effective and ineffective teachers differ in technical colleges in Enugu State.

Table2:
Differences between the performances of students taught by effective and ineffective teachers in technical colleges in Enugu State.

S/N	Questionnaire Item	\bar{X}	SD	Remark
11	Teacher can not interpret drawing	3.63	1.20	H E
12	Teacher is good in theory	2.96	1.14	H E
13	Teacher lack demonstration skill in class	2.60	1.29	H E
14	Did not understand workshop safety	2.59	1.34	H E
15	Can practice only with workshop assistants	3.00	1.30	H E
16	Demonstrates low competence in workshop	3.03	1.20	H E
17	Lacks competence in organizing students	3.19	1.25	H E
18	Workshop maintenance ability is low	2.89	1.20	H E
19	Always have difficulty in tracing fault	2.82	1.23	H E
20	Quarrel with students during practical period	3.57	1.21	H E
Grand Mean		3.03	1.21	

Data presented in table 2 reveals that the student respondent poured out their mind by stating the obvious. The respondents attested that ineffectiveness in the part of the teacher contributes to students weakness in workshop processes. It shows the ineffective teachers discourages instead of encouraging students to be interested in practical works in school workshops.

The mean range of 2.60 to 3.63 and SD range of 1.20 to 1.34 with grand mean of 3.03 and SD of 1.21 shows that there was no significant difference in the opinion of the student regarding the competency and effectiveness of teachers

in workshop processes.

The findings reveal that students are not happy with the level of exposure to practical training in the school workshops. This they attribute to ineffectiveness in the part of the teachers responsible for workshop processes and demonstrations.

Hypothesis Ho,

There is no significant difference between the mean performance of students taught by effective and ineffective teachers in workshop processes.

To test this hypothesis, the t- test

statistics analysis technique was applied to determine if any significant difference exist between ineffective and effective teachers in workshop processes.

Table 3

t-test Analysis of Extent of effectiveness of teachers in workshop processes.

The computed t- value of 2.50 in table 3

Respondent	Sample size	X	SD	df	t- cal	t- table	Decision
Teachers	50	3.17	1.28				Reject
Students	100	3.03	1.21	148	2.50	1.96	Ho,
	150	3.10	1.245				

Discussion of Findings

The findings of the study revealed that teachers ineffectiveness affected the quality of technical college graduates pushed to the labour market to compete with others. Although, the mean performance difference in workshop processes seem not to be significant but does exist. In his opinion Maduka (2000) stated that effective teachers with high competency level graduates high performing and promising students for the labour market. Data collected from students respondents indicated that most teachers in the workshop lack the necessary skills to train students in practical works. This implies that teacher of technology requires constant re-training to improve practical competencies in workshop processes. Although the students performance level may not be a good yard stick to measure the quality of teaching in school. The reason is that most technical schools lack the necessary equipments for students to practice, coupled with total or near none availability of training materials in our technical colleges. Generally, students in public technical colleges in Enugu State are regarded as secondary school students

shows that the respondents opinion is greater than the- table value of 1.96 at 0.05 level of significant. Therefore, the null hypothesis (Ho) of no Significant difference was rejected. The decision shows a clear picture of ineffectiveness in Teaching Workshop Processes in Technical Colleges.

with no difference in curriculum – content. This is purely do to government lip-service to technical education in Enugu state.

The technical colleges in Enugu state lack conducive practical learning environment Infrastructures, workshop equipment and tools, qualified technical teachers and training materials for students to develop the needed competencies to compete in the labour market were lacking:

The poor state of technical colleges especially in Enugu state makes prospective students to be uninterested in technology education since the products lacks the necessary skills and competency to function in the labour market. Onyia (2010) opined that many factors influence students performance in schools especially in technical college programmes. This factors may include societal attitude towards technical subjects, parental academic background, students performance in Science and technical subjects, intellectual ability of students and environmental conditions prevalent to the students .etc

Conclusion

Technical college programmes in Enugu state are faced with many challenges, ranging from societal attitude to government neglect. Teachers effectiveness cannot be achieved when the workshops and training equipment and materials are not available for students to learn and develop their skills. The teachers may have the urge and interest to demonstrate some practical skills with the students, but lack of facilities may hinder the teacher from sharing his experiences and skill competencies with the students. Although teachers effectiveness in the workshop and classrooms might not necessarily influence the academic performance of students in technical colleges. This might be attributed to many factors, including peer group, economic status, and educational background of parents. The UNESCO declaration (2001) suggested a total re-arrangement of our educational system toward TVE, for total emancipation from poverty and unemployment.

Recommendations

1. The government of Enugu state should endeavour to adopt a system that will sustain the effectiveness of teachers in our technical colleges.
2. It should improve on the conditions of the school workshops and laboratories to enhance skill and competency improvement. Qualified technical teachers should be recruited, and training materials provided for student to develop their skills.
3. Linkage programmes with existing industries should be put in place to enhance students and teachers effectiveness.
4. The number of students intake should not exceed the available facilities on ground.
5. Teachers motivation will also stimulate interest towards competency improvement.
6. The youths and young generation of Enugu state is looking forward to seeing and experiencing a conducive educational atmosphere within the life of the present administration.
7. The unskilled and unemployed graduates roaming the streets should be the concern of every person stationed in Enugu state and Nigerian in general.

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