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No. 7 Local trees Land padagogical Skills Training Needs of Technology Education Teachers in rechnical Colleges of the North Central States of Nigeria.

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thereof was designed to observed the produguegood shill transling much of technology schooling translant to technological and technology and the product of the good was contained in the state of brightness A description to the property to the state of the brightness of the state of the stat and Mountain the second fees than experience of the contract o It was shown it was established using a remark April formed in the late and a material as established as established as the content of the late and a late of the late of for the seast admitted entropy i residench Alpha formed in the data rediscased was employed array framework that the findings of the seast employed array framework percentage among standard deviation and a test the findings of the study recorded the statement college. here and a written contains addiscontinue to must and options are sound options and analysis of the analysis o the and strong first bond and any the colorest of much the strong matrices of metricines of metric states as the manufacture of the state and the subsystem of workshops and tahestary assure that makes the state of the subsystem and takes as the subsystem of the subsys the entire track for travel and recommendation made among which are the forest and track tracking the entire and tracking the entire tracking tracking the entire tracking tracking the entire tracking tracking the entire tracking tracking tracking the entire tracking tracking tracking tracking tracking tra and thought provide in aprictic training in inclinical college tractions who have deficiently as series of control while actions and inclinical schools management board thould organize workshops sentings and theness to technical college teaches in order to opdate and apprade their knowledge so that they will be ship to and officially and officetively

introduction

The training given to individuals in as femal organisation is very important. Shaming will help the individual to be support with the capacity to organize, plan a as goals and execute the necessary auguanus in that society and to achieve the dealted results. In order to ensure high degree of competence and sense of responsibility of adviduals, both pre-service and in service valuing of educators and administrative Misomiels is necessary to keep the person upto date with new teaching techniques.

Iraining is recognized as a pre-Mainte for man-power development and steems growth of a nation. The future of sistance and technology development of Norm depends on the quality of teachers, house they teach the students who are appealed to be productive workers and sales of tomorrow These technology elication teachers need to be effective and efficient in order to teach students well Sessing the importance of training Fafunwa (1995) remarked that the qualities of all other holisions are influenced by the caliber of elers because adequate training cannot the place without competent teachers. In line

with the above Fafunwa (1990) observed that, professionalization of teaching will require the introduction of in-service professional training programmes for teachers. There is therefore need for a very considerable expansion of in-service training and for this reason, the pace of change educationally and accially is greater now than ever before. Teachers cannot possibly keep in-tune with the time if they are not re-imined through out their professional career.

However, it must be noted that the success of any educational programme depends upon the availability of sdequate number of professionally trained teachers. This is obvious because no educational system can rise above the quality of its teacher (FRN, 2004) Also Eyibe (1990) stated that the greatest obstacle encountered in Nigerian schools is the use of teachers who are inadequately prepared or who are not professionally skilled in-service education will give teachers the opportunity to improve their knowledge and skills and keep them abreast with the new development in their fields in order to achieve the objectives of technology education a teacher needs to be very knowledgeable in both the subject matter and pedagogy of teaching A competent teacher knows how best to derive the aims and objectives of a lesson, prepare the lesson plan, select teaching resources and methods, present the lesson, manage the classroom and evaluate the lesson.

Instructional areas classified within technology education are not static in nature and content, rather the instructional areas should change as technology changes and as the individual's needs changes. Therefore, this study was geared towards finding out the pedagogical training needs of technical college teachers in order to update and upgrade their knowledge.

Statement of the Problem

The success of any educational system no matter how well it is planned depends to a large extent on the quality of teachers. The greatest obstacle encountered in Nigerian schools is the use of teachers who are inadequately prepared or who are not professionally skilled Most technology education teachers in technical colleges have insufficient and inadequate knowledge of their subject matter which make them incapable to perform their functions of imparting knowledge to the learners efficiently and effectively (Eyibe, 1990; Gyallesu, 1992 and Lafunwa, 1995). A teacher must have an indepth knowledge of pedagogy of teaching to be able to bring about desirable learning in students entrusted to him, his knowledge not withstanding Obioma (1990) stressed that lack of professionally trained and qualified teachers and teachers' difficulty in interpreting some aspects of the curricula specifications in their areas of specialization are some of the problems of technology education in technical colleges

Purpose of the Study

boo

The study was designed to identify the pedagogical skills training needs of technical college teachers in technical colleges in North "Central States of Nigeria.

Research Prestion

Ans or to the following research

What are the perceived pedagogical

Hypothesis

The following null hypothesia was

technical college teachers administrators with respect to their perception on pedagogical skill training needs of technical college teachers in North Central states of Nigeria

Methodology

A descriptive survey research design was adopted for this study. The study was carried out in all the technical colleges in North Central states of Nigeria. The target population for the study consists of all technical college teachers teaching trade subjects and all administrators (principals and vice principals) in all the technical colleges in North Central states of Nigeria. Simple random sampling technique was used to select 3 states and Federal Capital Territory (FCT) Al ija, the states include Niger. Kogi and Nassaawa States and all the technical colleges in the 3 states and FCT Abuja were used as sample. Stratified sampling techniques was used to select 227 technical college teachers. No sampling was used to select the administrators all the 48 administrators were used for the study. A total of 275 respondents were used for the study.

A structured questionnaire was the instrument used for data collection. The response categories of the instrument used are Highly Needed, Needed, Moderately Needed and Not Needed, which are assigned numerical values 4, 3, 2 and 1 respectively.

Relation Skills Training Needs of Technology Education Teachers in Technical Colleges of the North Central States of Nigeria.

by three senior lecturers in the landustrial and Technology formers. Federal University of Technology, contains Their suggestions were used to refine the questionnaire to its present form. The present was pilot tested using 16 technical rechers and 6 administrators from teachers and 6 administrators from teachers and 6 administrators from teachers and 7 Echnical College Malali Greenment Technical Science and Technical College Kafanchan. This yielded a reliability (pilege Kafanchan of 0.97 using Cronbach Alpha medicient of 0.97 using Cronbach Alpha

Data collected were analysed using ascriptive statistics such as frequency count, perentage, mean, standard deviation and perentage statistics such as Z-test. To interesting the acceptance level the decision

point is between the lower limit of 1 and upper limit of 4. Therefore, any item that falls between 0.5 - 1.49 were considered (Not Needed), 1.50 - 2.49 (Moderately Needed), 2.50 - 3.49 (Needed) and 3.50 - 4.49 (Highly Needed). The Z-critical value necessary for rejection or acceptance of the null hypothesis was at 0.05 level of significance, thus any value below the Z-critical value was considered accepted while those equal to or more than were rejected.

Research Questions 1

What are the perceived pedagogical skills training needs of technical college teachers in technical colleges of the North Central states of Nigeria?

Table I
Mean Responses of Teachers and Administrators on the Perceived Pedagogical Skills
Training Needs of Technical College Teachers of the Technical Colleges of North Central

Linning							
Items	\overline{X}_1 $N_1 =$	S_*D_1	X 1	S.D ₂	\overline{X}_{t}	$S.D_i$	Remarks
identifies learners emotional, social, physical and	3.45	0.54	3.63	0.48	3.54	0.51	HN
	3.42	0.62	3.68	0.47	3.55	0.55	HN
Design instructions appropriate to goals and objectives Design and implement evaluation procedures	3.38	0.56	3.63	0.48	3.50	0.52	HN
which focus on learner's achievement and instructional effectiveness. Promotes effective pattern of communication	3.32 3.36	0.61	3.61 3.53	0.49	3.45 3.45	0.55 0.59	N
objectives.	3.31	0.70	3.37	0.59	3.34	0.60	N
objectives and to particular learners. Uses organizational and management skills to		0.69	3.47	0.71	3,40	0.67	N
establish maximally effective learning		0.69	3.34	0.73	3.33	0.72	N
Integrate into the instruction the cultural	2.62	0.66	3.58	0.49	3.60	0.59	HN
implement instruction appropriate to goals and	3.36		3.50	0.60	3.43	0.65	···N
objectives ldentifies and/or specified instructional goals and objectives which are based on learners needs							

Sys-		X,	S.D.	X :	8.D ₇	Ä,	0.19	Rema
S/No	Items	N ₁ = 227		N, =	-	A.	Sith	rin
	ldentify and perform task analysis according to the		0.66		0.60	3.40	0.63	N
12	objectives of the lesson Identify the best method of presenting new skills and safe working habits associated with practical	3,34	0.64		0.35	3.42	9.51	N
13	exercises Having thorough grasp of the structure and content of the subject expected to be taught	3.32	0.65	3.37	0.71	3.35	0.69	N
14	Asking questions that will stimulate discussion and critical thinking		0.64	3.61	0.54	3.47	0.59	N
15	Using instructional methods that will lead to the development of intellectual, affective, and psychomotor skills	3.38	0.65	3.58	0,59	3.48	0.62	N
16	Using instructional methods which enable students to observe procedures and techniques that will illustrate specific skills, principles and concepts.	3,38	0.64	3,50	0.60	3.44	0.67	N
17	Identify instructional methods that lead to cross- fertilization of ideas.	3.16	0.65	3.37	0.54	3.27	0.60	N
18	Identify the instruction that can be used to teach skills, facts, concepts and principles embedded in the course content	3.31	0.65	3,34	0.68	3.33	0.67	. N
19 Mills Section	Design instructions that enable students to study industrial process first hand and see the relevant of workshops and laboratory.	3.31	0.59	3.39	0.63	3,35	0.61	N

Key

 $\widehat{X}_1 = \text{Mean Responses of Teachers}$

S.D₁ = Standard Deviation of Teachers

 X_1 = Average Mean of all Respondents

N₁ = Number of 1 others

HN = Highly Needed

 \overline{X}_2 = Mean Responses of Administrators

S.D₂ = Standard Deviation of Administrators

S.D. = Average Standard Deviation of all Respondents

 N_2 = Number of Administrators

N = Needed

Analysis of mean responses of the 2 groups from Table 1 reveals that out of the 19 items only 4 items were adjudged as highly needed by the technical college teachers. The items are 1, 2, 3, and 9 while items 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18 and 19 were ticked as needed.

Hypothesis

H01: There is no significant difference between the mean responses of technical college teachers and administrators with respect to their perception on pedagogical skill training needs to technical college teachers in North Central States of Nigeria.

Table 2: Z-test for Perceived Pedagogical Skills Training Needs of Technical College Teachers in North Central States of Nigeria

Respondents	N	Means	SD	df	p	Z-cal	7.6.4	Damanlan
Teachers		63.50	6.99		1	Z-Citi	Z-Crit	Remarks
Administrators	48	67.03	5.98	292	0.05	-3.11	1.96	Accept

the month in bubble 2 revenient that and appearance of both templates and committee who as a set and a 7 or a committee who a 111 and the 5 vertical arbitration who are 140 at 10 areal or opposite month the time of the control templates who was accepted. Then meaner than the political was accepted. Then meaner than them to a committee of the arrangement of the meaner than the political control templates and the political with interpret to their precorpition of the political control of the sections of the political control of the political control of the political control of the sections of the political control of

Discussion of Findings.

Appaijests of theory responses of the pagcomp of aspendents (technical coillege buchers and administratores/ from Table 1 mounts that you of 1st thomas, only & thomas as legitatine some (oth) it principally highly modest schemes. It terms organisming 28,45%, some monitor by the nechanical confuge simples. This impiles this the teachers modin acquire affiness aif the compenencies aghilpitud it the mitte. This wife confirms incomes or Patturena a 1990% who maked than mest inchnerings estimation tenchers in Industrial conteges have insufficient and deligned trousings of their subject matter which concer them incupative to mention their ficientias of impacting knowledge to the dames officiently and officializate

Thesia 1989 argressed that from the butter in technical collectation, its tenching Minutes an inter-disciplinates approvided to the distingui di sufficia bounduries There has the been some doubt as to whether the spearing of the programmes were being the flat same open (Rosto | 1980 inches Research that a transfer is knowledge of the three objections and the necessity distinctes will go a trust way in helping the sense the tearning engreenences capable the greeting stills abilities understanding high, altitudes and approximates among or loss line sail teathy amina same and modes it minymen. Where the uncher lack such these accordings, his similarity are taken to be the encourage of this service to be the according to the material continues source.

the control of mesons the object making to be seen account to beach adjust making mostly and the publishing of temperature at a company of the attent and the publishing of temperature to temperature at temperature at the t

Conclusion

The perceived pedagogical skill Imining needs identified in this study represent a list of what the temphors may usual to function efficiently and effectively on their sob is respected that adequately planned und implemented in-service training programme that is based on the findings of the study will equip the technical ordings ranchers with necessary perlagoguest skills to tench effectively. As a result student's simplified of achievement in examination will impresse. Since the tenchers required the identified competencies, the curriculum nianners should take cognizance of them in the planning and organisation of in-service tenining programme for the technical nuchors. This will improve teaching and learning is teclusion colleges in North Custon States of Niperia

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a Recommendations

Based on the findings of this study, the lofollowing recommendations were made:

- The Federal and States ministries of education should through the Science and Technical Schools Management Board set in motion a machinery for implementing the findings of this study with respect to providing in-service training to technical college teachers who have deficiencies in terms of pedagogical skills.
- Management Board should organise workshops, conferences and seminars to technical college teachers in order to update and upgrade their knowledge so that they will be able to teach efficiently and effectively.

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