

PDF - DETERMINATION OF TECHNICAL TEACHERS' PROFESSIONAL DEVELOPMENT NEEDS FOR
TEACHING BASIC TECHNOLOGY IN PUBLIC SECONDARY SCHOOLS IN SOUTH – SOUTH NIGERIA -

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CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

The quality of any educational system depends to a great extent on the quality of teachers. Teachers are the most important component of any educational system because they are the people to shape the behaviour, thinking and attitude of the pupils/students in the teaching/learning situation. The quality of teachers determines the quality of teaching and knowledge imparted to the students and the quality of learning outcomes. If quality universal basic education is to be achieved, government and agencies involved in the management of UBE must make adequate provision for staff development programmes. Quality education is that type of education that is relevant to the needs of the learners and the needs of the society.

It is the education that produces the complete person, a well educated wholesome individual that is intellectually, morally, physically, emotionally and socially developed. Thus, quality education should be education that inculcate in the learners dignity of labour, respect, ethical value, religious tolerance, self-reliance political stability, security, quality leadership and industrial harmony (Majasan, 1998). Akpan (1999) in his study reported that teacher retraining programmes apart from developing in the teacher, self-confidence, it also improves upon the teachers' teaching method, class control, supervision of students, and knowledge of subject matter and use of instructional materials. These enhance teaching effectiveness and quality outcomes.

Professional development according to Yemmy (2010) is a process engaged in to enhance the knowledge, skills and attitudes of the teachers. This implies the responsibility to create, preserve, evaluate and transmit knowledge through continuing learning. Development programme have the ingredient of fostering and preserving the scholarly values, curiosity and integrity to nurture these values through inculcation. Chukwu (2009) states that basic aims of professional development are to improve quality of the teaching and learning as well as to improve the performance of those with teaching and management responsibilities. So the ideas for academic development can be said to be conceived from the organizations acknowledgement that efficiency and effectiveness to a large extent depend on training and re-training of the work force.

Moreso, Obodegbulam (2007) categorized professional development into three components which are instructional development that underpins evaluation methods, technologies and curriculum development, organizational development that reflects on team building, decision-making and management and personal development that incorporate interpersonal skills, training and career development as a focus. The implication therefore is that professional development is conceived in terms of partnership between individual and organization.

Technology competency is another important aspect of teacher professional development programme. Teachers need technology to improve upon their job efficacy. In this period of knowledge driven society, teachers need to acquire sound knowledge on how to use ICT tools to enhance quality teaching and learning in schools. Seminars, conferences and workshops expose teachers to new teaching strategies and the use of modern instructional aids in teaching and learning. The curriculum of universal basic education is value-loaded and therefore requires teachers with the requisite expertise for effective curriculum content delivery and exposure of the learners to appropriate learning experiences. Obi (2000) in his study found that teachers' development programmes improve them both academically and professionally and apart from helping them to update their knowledge, it serves as a motivating factor for teacher efficiency.

1.2 STATEMENT OF PROBLEM

Teachers are crucial inputs of any educational system because they have the command of the knowledge and skills to be imparted to the learners. Hence, the quality of teachers determines to a great extent the quality of teaching and learning outcomes. The government has put in place various professional development programmes for teachers in order to enhance quality basic education. Such programmes include among others are such programmes include among others in-service training, ICT training, seminars, workshops and induction programmes for teachers. However, despite government effort and investment in teacher development programmes, the quality of students and their academic performance does not improve to any appreciable level. Some educators blame this on ineffective management of the programme by those concerns, while others attribute it to the poor attitude of some teachers toward the programme and poor work behaviours. It is against this background that this research work is conducted to examine the effect of teacher's professional skills development and secondary school students academic performance in Basic technology

1.3 PURPOSE OF THE STUDY

To determine the effect of teachers technology competency on the academic performance of students in basic technology

To determine the effect of teachers education level on the academic performance of students in basic technology

To determine the effect of teachers morale on the academic performance of students in basic technology

To determine the effect of teachers alignment with school curriculum on the academic performance of students in basic technology

SIGNIFICANCE OF THE STUDY

The findings of this study would be of benefits to students and teachers, business education curriculum developers, educational administrators, government policy makers, vocational counselors and researchers. Teachers would benefit from the finding of the study which would enable teachers to adjust their behaviours in order to affect the learning process in positive ways, thus increasing pupils academic interest.

The findings of the study would open up areas that the business education curriculum experts would have to emphasis on, in order to improve the teaching and learning of Basic technology at all level.

The findings would also be useful to government in formulating purposeful goals that are oriented towards improving the environmental variables and learning facilities in the academic society and would boost.

RESEARCH QUESTION

What is the effect of teachers technology competency on the academic performance of students in basic

technology?

What is the effect of teachers education level on the academic performance of students in basic technology?

What is the effect of teachers morale on the academic performance of students in basic technology?

What is the effect of teachers alignment with school curriculum on the academic performance of students in basic technology?

HYPOTHESES

There is no significant effect of teachers technology competency on the academic performance of students in basic technology.

There is no significant effect between teachers education level on the academic performance of students in basic technology.

There is no significant effect teachers morale on the academic performance of students in basic technology.

There is no significant effect teachers alignment with school curriculum on the academic performance of students in basic technology.

BASIC ASSUMPTIONS OF THE STUDY

The study was predicated on the following assumptions:

Teachers technology competency affect the academic performance of students in basic technology.

Teachers education level affect the academic performance of students in basic technology.

Teachers morale affect academic performance of students in basic technology.

Teachers alignment with school curriculum affect academic performance of students in basic technology.

DELIMITATION OF THE STUDY

It is inevitable that a survey research of this nature must have some constraints which impact on this study.

The materials for a proper and effective research work constituted a major limitation and even the decision to use questionnaire in data collection constituted some limitation of the study, that is, how to get the true and required information from the workers.

Finally, there was an anticipation of the problem of convincing the respondents on the filling of the questionnaires and to give the true and required information. But for the quick intervention the class representatives the departments took time to clear the air and convince their course mates, helped me to accomplish my assignment.

1.9 DEFINITION OF TERMS

Students Performance: With regards to the context of this study, this refers to the scores obtained by the students in basic technology at the end of the third term.

Teacher's Professional Skills Development: With regards to the context of this study, this refers to teacher's skills, values and various factors which affect the students' academic performance. Like technology competencies, educational qualifications, morale, curriculum alignment etc.

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