This study investigated the teaching effectiveness of prevocational subject teachers using descriptive survey research design. A total of 205 teachers selected through purposive and simple random sampling technique participated in the study. Three research questions were raised to guide the study. A validated instrument titled ‘Teaching effectiveness scale’ was used for data collection. The t-test of significance and simple percentage were the major statistical tools employed in the data analysis. Findings from the study revealed; a relatively low teaching effectiveness among prevocational subject teachers. It was recommended among others, that government and agency responsible for teacher development should put in place an action plan to enhance the capacity of teachers in the use of ICT-driven pedagogy, modern classroom practices and assessment techniques; while the technical teacher training scheme should be resuscitated. This will position the country towards the realization of vision 2020 through prevocational education.

**Key words:** Teaching, effectiveness, descriptive survey, research design.

**INTRODUCTION**

The prevocational subjects are offered at the Junior Secondary level of Education in Nigeria. The prevocational subjects include; Business Studies, Home Economics, Basic Technology, Agriculture among others. The prevocational subjects are tremendously important to the economy of Nigeria; as they lay a solid foundation for the training of future Technologists, Accountants, Managers and Entrepreneurs (Aluwong, 2002). The National Policy on Education (2004) outlines the followings as the objectives of prevocational Education in Nigeria introduction of students into the world of technology and choice of vocation at the end of Junior Secondary School and later in life;

(i) Acquisition of technical skills;
(ii) Exposing students to career awareness by exploring usable options in the world of work; and
(iii) Enabling youth to have an intelligent understanding of the increasing complexity of technology.

It is clear from the above, that the basic desire of government on prevocational Education is to facilitate the process of economic and technological development of the country. The prevocational subjects are very unique among the subjects taught in Nigeria secondary schools. Unlike other school subject, students are required to work with equipment in the workshop, computer and typewriter in the typing pool, cutleries and utensils in the ‘home economics’ laboratory as well as tools in the school demonstration farms. Presently, the performance of students in prevocational subjects is low (Adetayo, 2008). There is also low enrolment in prevocational subjects (Oviae, 2008). The NECO Chief Examiners report (2008) also revealed students abysmal performance in prevocational subjects at the Junior Secondary Certificate Examination.

Problems such as poor school infrastructure, lack of qualified teachers, poorly equipped workshop and laboratories affect the teaching of prevocational subjects. Despite these problems, the teaching of the subjects continues in the school. Over the years Educational researchers have investigated many factors affecting student learning. At the heart of the inquiry is the teacher’s factor. Studies have also established relationship between teacher’s factors and student’s achievement (Olatoye, 2006; Adekola, 2006). Teachers are very vital in the education system. They are refers to as the people who instruct to provide the teaching
Learning process. Teachers are the mainstay of the educational system (Afe, 2000). Teaching according to Oyedeji (1998) is a process of imparting knowledge, skills and attitude in order to bring about a desirable change in learners. The primary goal of teaching is to ensure that meaningful learning occurs (Ogunyemi, 2000). Teaching effectiveness is the extent that student’s performance improves after a period of instruction in a manner consistent with the goals of instruction (Olatoye, 2006). Omoniyi (2005) asserted that effective teaching is those activities which bring about the most productive and beneficial learning experience for students and promotes their development as learners.

Ogunyemi (2000) argued that effective teaching goes beyond just imparting knowledge but it is a purposeful activity carried out by someone with a specialized knowledge in a skillful way to enhance the cognitive, affective and psychomotor development of a person or group of persons. Oyekan (2000) investigated the attributes of teaching effectiveness among the secondary school teachers. Findings revealed that teaching effectiveness in classroom practices include; Broad based knowledge of the subject matter, effective use of chalkboard, good language and communication skills; well organized learning environment; formulation of clear objective. According to Ferdinand (2007) effective teaching entails a clearly formulated objective illustrated instruction and effective evaluation technique. Literature is replete on studies documenting relationship teaching effectiveness and students’ achievement. A study by Agbatogun (2006) revealed low teaching effectiveness among primary school teachers. A similar study by Ferdinand (2007) showed a significant gender difference in the teaching effectiveness among teachers in Singapore.

The male ‘teachers’ have high level of teaching effectiveness compared with their female counterparts. A study by Scriven (2008) also showed a wider variation in the teaching effectiveness among various school subject teachers. The science teachers were found to be more effective than their counterparts in humanities. The influence of qualification on teaching effectiveness had been reported. Stigler and Hiebert (2007) reported that increased qualification promotes teaching effectiveness. But Simbo (2003) found no significant difference in teaching effectiveness based on academic qualification. Brewer (2000) in a study concluded that teaching qualification makes difference in teaching effectiveness. This study therefore investigated the teaching effectiveness of prevocational subject teachers. It further investigated the influence gender and qualification on the teaching effectiveness of teachers.

**Research questions**

The following questions were raised to guide this study;

(i) What is the level of the teaching effectiveness of prevocational subject teachers?
(ii) Is there a significant gender difference in the teaching effectiveness of prevocational subject teachers?
(iii) Is there a significant difference in the teaching effectiveness of graduate and non-graduate prevocational subject teachers?

**METHODS**

A descriptive survey research design was adopted in this study. A total of 205 teachers selected through purposive sampling technique from 50 secondary schools in the four geo political zones of Ogun State participated in the study. These schools were selected on the basis of having;

(i) Permanent teachers in all the prevocational subjects.
(ii) Been in existence for over ten years and above
(iii) Typing pool, introductory technology laboratory, Home economic laboratory and demonstration farm for Agriculture.

Out of the school that met these criteria, 50 were selected through simple random sampling technique. In each of these schools all the prevocational subject teachers were selected. The principals and vice principals in the selected served as the evaluators and raters. The instrument used in the study was a questionnaire tagged. Teaching Effectiveness Scale (TES) developed by the researcher. The TES consists of two sections. SECTION A contains personal information of the respondents; prevocational subject teachers age, years of experience, gender, and qualification. SECTION B comprises 30 items on; (teachers’ knowledge of area of specialization, presentation and communication skill, students’ evaluation technique, relationship with administrative staffs, planning skills and extra curricular activities. It has a 4 point modified Likert type scale ranging from very effective (4 points); effective (3 points); less effective (2 points); and ineffective (1 point). The teaching effectiveness score of a teacher is the addition of the score on each of the item. The teaching effectiveness score that ranges between (40 - 60 and above) is classified as high, while the teaching effectiveness score that ranges between (25 - 39) is classified as low. The instrument was given to expert in test and measurement and teacher education in the faculty of education, Olabisi Onabanjo University to evaluate. The suggestion and correction made were effected on the instrument before it was used for data collection. This was done to ensure the face validity of the instrument. TES was also pre tested on 40 prevocational subject teachers in 5 secondary schools in Lagos State. The pretest result showed no ambiguity in the instrument and produced a Cronbach Coefficient Alpha for internal consistency reliability of 0.85.

Regards procedure, the instrument was given to principal and vice principal academic of the selected schools with the assistance of 3 research assistants. Attached to the instrument were the subjects teachers to be evaluated and rated. The instruction to the principal and VP was to rate the teachers on the instrument. The principals and vice principals are seasoned subject teachers (pre vocational subjects inclusive) with over twenty years of teaching, classroom management and administrative experience. They are responsible for rating, evaluating and recommending teachers to government school board for promotions, disciplinary actions, in service training and capacity building. The completed instruments were retrieved for data analysis after administration.

**RESULTS AND FINDINGS**

The results of the study are presented in Tables 1 to 3 to
Table 1. Summary of the teaching effectiveness score of prevocational subject teachers.

<table>
<thead>
<tr>
<th>Level</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low (25 – 39)</td>
<td>144</td>
<td>70.1</td>
</tr>
<tr>
<td>High (40 – 60)</td>
<td>61</td>
<td>29.9</td>
</tr>
<tr>
<td>Total</td>
<td>205</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 2. Gender difference in the teaching effectiveness of prevocational subject teachers.

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Df</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>126</td>
<td>33.6</td>
<td>2.44</td>
<td>203</td>
<td>0.694</td>
<td>0.926</td>
</tr>
<tr>
<td>Female</td>
<td>79</td>
<td>33.4</td>
<td>2.42</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>205</td>
<td>33.4</td>
<td>2.42</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3. Difference in the teaching effectiveness of graduate and non-graduate prevocational subject teachers.

<table>
<thead>
<tr>
<th>Category</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Df</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>129</td>
<td>32.4</td>
<td>2.32</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non graduate</td>
<td>76</td>
<td>30.6</td>
<td>2.16</td>
<td>203</td>
<td>0.916</td>
<td>0.355</td>
</tr>
<tr>
<td>Total</td>
<td>205</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

reflect the order in which the research questions were raised.

Question 1: What is the level of the teaching effectiveness of prevocational subject teachers?

Table 1 presents the summary of the teaching effectiveness of prevocational subject teachers. From the table, majority of the teachers 144 (70.1%) recorded low teaching effectiveness score, while only 61 (29.9%) recorded high teaching effectiveness score. As a result, it can be concluded that majority of the prevocational subject teachers have low teaching effectiveness.

Question 2: Is there a significant gender difference in the teaching effectiveness of prevocational subject teachers?

The result in Table 2 revealed a non-significant outcome ($t = 0.694, P > 0.05$). This means the observed difference in the teaching effectiveness of male and female prevocational subject teachers is not significant. Hence, there is no significant gender difference in the teaching effectiveness of graduate and non graduate prevocational subject teachers.

Question 3: Is there a significant difference in the teaching effectiveness of graduate and non prevocational subject teachers?

The result of Table 3 reveals a non-significant outcome ($t = 0.916, P > 0.05$). This means the observed difference in the teaching effectiveness of graduate and non-graduate teachers is not significant. Hence, there is no significant difference in the teaching effectiveness of graduate and non graduate prevocational subject teachers.

DISCUSSION

In this study, three research questions were raised and answered. Findings research questions one revealed low teaching effectiveness among prevocational subject teachers. This results in consonance with the findings of (Agbatogun, 2006; Brewer, 2007; Scriven, 2008; Adetayo, 2008) that teaching effectiveness of teachers is relatively low and counter productive to students achievement. Agbatogun further reported that, teachers in recent time lack knowledge of modern teaching and strategic assessment technique. In similar vein Adetayo asserted that Nigerian teachers cannot utilize modern pedagogy that is technology driven. The low teaching effectiveness of teachers can be said to have been responsible for students' poor performance in school subjects in various public examinations conducted for students in Nigeria. The students under achievement are alarming, most especially in the prevocational subjects. This assertion is corroborated with various examiners reports of the public examination body in Nigeria.

Findings from research question two revealed no significant gender difference in the teaching effectiveness of prevocational subject teachers. This outcome negates the findings of Ferdinand (2007) that female teachers possess high level of teaching effectiveness compared to their male counterpart. This finding also negates the findings of Adetayo (2008) that male teachers do not consider teaching as a befitting as a profession. Consequently they pay less attention to teaching in the classroom compared to their female counterpart. This finding however, supports a study by Olatoye (2006) that gender has no influence on the teaching effectiveness of teachers. In Nigeria the teaching effectiveness of both male and female teachers are low. This is because there was a downward trend in the performance and achievement of students taught by them in Nigerian Secondary schools. Findings from research question three also showed that a significant difference do not exist in the teaching effectiveness of teachers based on qualification. This outcome corroborates Simbo (2003) that qualification has no influence on the teaching effectiveness of teachers. This finding negates the result of Adekola (2006) who reported that qualification is a major predictor of teaching effectiveness. The graduate teachers were found to be more effective and productive than the non graduate teachers. This outcome is interesting because majority of Nigerian non graduate teachers have been recommended for in service training in the universities to enhance their capacity and classroom performance. In addition to that of the non graduate teachers with Nigerian certificate in education have been restricted to
teaching at the primary and Junior Secondary level of education.

CONCLUSION AND RECOMMENDATIONS

The study has been able to investigate the teaching effectiveness of prevocational subject teachers, lending an empirical support to the fact that the teaching effectiveness of prevocational teachers is relatively low. The following recommendations are made:

i. Government and agency responsible for ‘teacher’ development should put in place an action plan to boost the capacity of ‘teachers’ in the use of modern pedagogy.

ii. Prevocational subject teachers should be regularly exposed to modern classroom practices and assessment techniques.

iii. Technical teacher training scheme should be resuscitated by Government as means of enhancing and improving the capacity of prevocational subject ‘teachers’ in Nigeria.

iv. Recommended textbook of prevocational subjects should be made available to ‘teachers’ to upgrade their knowledge of content.

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