

MANAGEMENT SKILLS REQUIRED BY TECHNICAL AND VOCATIONAL EDUCATION TEACHERS IN UTILIZATION OF INSTRUCTIONAL FACILITIES FOR TEACHING

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Abstract: This study was on management skills required by technical and vocational education teachers in the utilization of instructional facilities for teaching. the study was carried out in Ebonyi State of Nigeria. A survey research design was adopted. The population of the study was 186. This comprised of 4 principals, 8 vice principals and 174 teachers. The whole population was used for the study. The instrument used for data collection was a self-developed questionnaire. The instrument was validated by 3 experts, and the reliability of the instrument was determined by the use of cronbach alpha which yielded reliability coefficient of 0.94. The data were collected by the researchers personally with the help of 3 research assistants. The data collected were analyzed using mean and standard deviation for the research questions and t-test was used to test the hypotheses formulated. Based on the analysis of the data, it was found that the technical and vocational education teachers require planning, organizing and supervision skills in the utilization of instructional facilities for teaching. it was recommended among others that the proprietors of schools should organize training on management skills on utilization of instructional facilities by organizing seminars, conferences and works hops for the technical and vocational education teachers.

Keywords: Management: Skill: Technical and Vocational Education: Utilization: Instructional Facilities: Teaching.

Introduction

Instructional facilities are necessary prerequisites for effective teaching and learning. Instructional materials according to Alumode (2005) are materials and facilities which are used by the teachers during teaching. These facilities could be animate or inanimate materials or objects. It consists of all forms of information carriers which can be used to promote and encourage effective teaching and learning. Onyejemezi (2000) reported that instructional facilities help the teachers to implement the educational objectives effectively. The author further explained that instructional facilities make teaching and learning more practical and interesting. It helps the learners to assimilate what is being taught. Azikiwe (2004) reported that instructional facilities make learning to be concrete, real and practical. She further explained that the use of instructional facilities for teaching helps to remove the abstract

nature of the learning concepts. The use of instructional facilities by the teachers of technical and vocational education teachers should be highly recommended because vocational education emphasizes more on practical activities. In the context of this study technical and vocational education teachers are male and female teachers employed to teach technical and vocational subjects in the technical and vocational schools or colleges. The technical vocational education teachers utilize instructional facilities for teaching in the classroom. Teaching in the context of this study is the process by which an experienced person gives knowledge, skills, values and habits to less experienced persons (learner) (Ndem 2013). Teaching entails creating or providing opportunities from which learners can gain such experiences that will enable them acquire the knowledge, skills, attitude and appreciation that will serve as tools in life. In the process of teaching, the technical and vocational education teachers require management skills in the utilization of the instructional materials. Olaitan, Igbo, Nwachukwu, Onyemaechi and Ekong (1999) explained management as the process of planning, organization, controlling, directing, implementing and evaluation for the purpose of producing output in the form of good and services. The process of utilizing instructional facilities involves careful allocation of materials, proper planning, proper controlling, proper organization as well as supervision. Prudent management implies reduction of wastes and effective use of available materials (Koonts and Weihrich, 2001).

Teachers of technical and vocational education are required to effectively manage the instructional materials in teaching, but experience has shown that many teachers lack the management skills needed in utilizing instructional facilities as a result, this has led to wastages, use of wrong facilities and lack of the achievement of the laudable goals of technical and vocational education. Thus, the question arise “what are the management skills required by the technical and vocational education teachers in utilization of instructional facilities for teaching.

Statement of the Problem

Instructional facilities are prerequisite in teaching especially, in the teaching of technical and vocational education which is practical-oriented and needs the use instructional facilities. The technical and vocational education teachers are expected to utilize and manage instructional facilities in teaching; but experience has shown that many technical and vocational education teachers lack the management skills in the use of instructional facilities. This situation has led to wastage of materials and facilities as well as inappropriate use of the facilities. Apart from the wastage of materials, it has led to ineffective teaching and non-

realization of the laudable objectives of technical and vocational education. It is on the basis of this that this work is designed to determine the management skills required by the technical and vocational education teachers in the utilization of instructional materials in teaching.

Purpose of the Study

The following specific purpose guided the study;

1. To determine the planning skills required by the technical and vocational education teachers in utilization of instructional facilities in teaching.
2. To identify the organizing skills required by the technical and vocational education teachers in utilization of instructional facilities in teaching.
3. To identify the supervision skills required by the technical and vocational education teachers in utilization of instructional facilities for teaching.

Research Questions

The following research question guided the study

1. What are the planning skills required by the technical and vocational education teachers in utilization of instructional facilities for teaching?
2. What are the organizing skills required by the technical and vocational education teachers in utilization of instructional facilities for teaching?
3. What are the supervising skills required by the technical vocational education teachers in utilization of instructional facilities for teaching?

Hypotheses:

The following hypotheses guided the study.

H₀₁: There will be no significant difference between mean ratings of the teachers and the school administrators on the planning skills required by the technical and vocational education teachers in utilizing instructional facilities in teaching.

H₀₂: There will be no significant difference between the mean ratings of the teachers and the school administrators on organizing skills required by the technical and vocational education teachers in utilization of instructional facilities in teaching.

Methodology

The method adopted for this research is survey. The study was carried out in Ebonyi state of Nigeria. Survey research design was adopted for the study. The population of the study was 186. This comprised of 4 principals, 8 vice principals and 174 technical and vocational education teachers. There was no sampling, the whole population was used

because the population was of manageable size. The instrument used for data collection was self-developed questionnaire. The questionnaire contained 15 items and had four points rating scale of very highly required, Highly Required, moderately required and Not required with nominal values of 4, 3, 2 and 1 respectively. The instrument was validated by 3 experts from Ebonyi state University, Abakaliki. The reliability of the instrument was determined by using cronbach alph which yielded reliability coefficient of 0.94. The data were collected by the researchers administering the instruments to the respondents. The data collected were analyzed using mean and standard deviation for the research questions and t-test was used for testing the hypotheses formulated. In taking decision, 2.50 was used as the cut-off point which was derived by adding the nominal values assigned to the rating scale and divided by the number of cases. Any item with the mean score of 2.50 and above was regarded as the skill required by the technical teachers while any item with the mean score below 2.50 was regarded as the skill not required by the technical and vocational education teachers as greed by the respondents. In taking decision on the hypotheses, the t-calculated was compared with the t-tabulated, when the t-calculated was less than the t-tabulated, the null-hypothesis was accepted and when the t-calculated was greater than t-tabulated, the null-hypothesis was rejected.

Results and Discussion

Research Questions 1

What are the planning skills required by the technical and vocational education teachers in the utilization of instructional facilities for teaching?

Table 1: Mean Rating and standard deviations of the respondents on planning skills required by the Technical and Vocational education teachers in utilization of instructional facilities for teaching.

S/N	Item Statements (Planning Skills)	\bar{x}	SD	Remarks
	Ability to:	3.76	1.22	Required
1	Identify the objectives of the use of instructional facilities			
2	Plan to locate required instructional facilities	3.60	1.23	Required
3	Plan on how to get resources to procure the instructional facilities	3.58	1.39	Required
4	Determine the type of instructional	3.55	1.33	Required

	facilities to be used when teaching			
5	Determine the quantity of the instructional facilities to be used	3.67	1.23	Required

The data in table 1 revealed that all the items had their mean scores above the cut-off point of 2.50. This indicates that the technical and vocational education teachers require all the planning skills for in utilization of instruction facilities for teaching.

Research Question 2

What are the organizing skills required by the technical and vocational education teachers in utilization of instructional facilities for teaching?

Table 2: Mean ratings and the standard deviations of the respondents on organizing skills required by the technical and vocational education teachers in utilization of instructional facilities for teaching.

S/N	Item Statements (organizing Skills)	\bar{x}	SD	Remarks
	Ability to:	3.50	1.36	Required
1	Group the instructional facilities according to use			
2	Assemble the instructional facilities from where they are to be used	3.41	1.34	Required
3	Arrange the instructional facilities based on the topic to be taught	3.50	0.85	Required
4	Organize the instructional facilities properly in the classroom during teaching	3.66	1.27	Required
5	Group the instructional facilities according to their types.	3.79	1.20	Required
6	Group the instructional facilities according to their functions	3.52	1.33	Required

Table 2 reveals that all the items had their mean scores above the cut-off point of 2.50 with their standard deviations. This signifies that the respondents agreed that all the organizing skill items are required by the technical and vocational education teachers in the utilization of instructional facilities for teaching.

Research Question 3

What are the supervision skills required by the technical and vocational education teachers in utilization of instructional facilities for teaching?

Table 3: Mean ratings and standard deviations of the respondents on supervision skills required by the technical and vocational education teachers for teaching.

S/N	Item Statements (supervision Skills)	\bar{x}	SD	Remarks
	Ability to:	3.60	1.23	Required
1	Guide students on the use of instructional facilities while teaching			
2	Direct the students on when a particular instructional facility can be used	3.58	1.39	Required
3	Guide against the wastage of instructional facilities while teaching.	3.72	1.27	Required
4	Supervise the students as the teaching is going on with the use of instructional facilities.	3.68	1.24	Required

Table 3 reveals that all the items had their mean scores above the cut- off point of 2.50. This is an indication that the respondents agreed that the technical and vocational education teachers require all the supervision skill items in utilization of instructional facilities for teaching.

Hypotheses:

Ho₁: There will be no significant difference between the mean ratings of the technical and vocational education teachers and the school administrators on the planning skills required by the technical and vocational education teachers in utilization of instructional facilities for teaching.

Table 4: Summary of the analysis of the t-test on the planning skills required by technical and vocational education teachers in the utilization of instructional facilities for teaching.

Respondents	Mean	SD	N	df	t-cal	t-tab	Interpretation
	\bar{x}						
Teachers	3.89	1.23	174	184	0.30	1.96	*
School Administrators	3.95	1.81	12				

* = No significant difference.

Table 4 reveals that the t-calculated of 0.30 is less than the t-tabulated of 1.96 at 184 degree of freedom and at 0.05 level of significance. Therefore, the null-hypothesis was accepted, which implies that the opinions of the teachers did not differ from that of the school administrators on the management skills required by the technical and vocational education teachers in utilization of instructional facilities for teaching.

H0₂: There will be no significant difference between the mean ratings of the technical and vocational education teachers and the school administrators on organizing skills required by the technical and vocational education teachers in utilization of instruction facilities for teaching.

Table 5: Summary of the analysis of the t-test on the organizing skills required by the technical and vocational education teachers in utilization of instructional facilities for teaching.

Respondents	\bar{X}	SD	N	df	t-cal	t-tab	Interpretation
Teachers	3.85	1.05	174				*
School Administrators	3.96	1.42	12	184	0.51	1.96	

Table 5 reveals that the t-calculated of 0.51 is less than the t-table of 1.96 at 184 degree of freedom and at 0.05 level of significance. Therefore, the null-hypothesis was accepted. This implies that the opinions of the teachers were not different from that of the school administrators on the organizing skills required by the technical and vocational education teachers in utilization of instructional facilities for teaching.

Findings:

The following results emerged from the study.

1. The technical and vocational education teachers require planning skills the utilization of instructional facilities for teaching.
2. The teachers require organizing skills in utilization of instructional facilities for teaching.
3. The teachers require supervision skills in utilization of instructional facilities for teaching.
4. There was no significant difference between the opinions of the technical and vocational education teachers and the school administrators on the planning and organizing skills required by the technical and vocational education teachers for teaching.

Discussion of Finding

This study reveals that the technical and vocational education teachers required planning, organizing and supervision skills in the utilization of instructional facilities for teaching. These findings are in line with Azikiwe (2004) who explained that teachers need to have the competencies and skills required to utilize instructional materials in order to achieve the goals of the lesson. She further stressed that a good teacher need also the skills to organize the instructional materials required for teaching, this is because a well organized instructional materials leads to the achievement of the objectives of the lesson. The findings

are also in agreement with Ndem. (2013) who reported that supervision is essential in the utilization of instructional materials and that teachers require the basic skills in supervision in order to utilize instructional materials and supervise instruction.

Conclusion

Instructional materials and facilities are basic prerequisite for effective instruction. The objectives of lesson can be effectively achieved with the use of appropriate teaching aids. For a teacher to effectively carry out instructions, such a teacher need to be properly trained on how to utilize instructional facilities, the training must cover skills in planning, organizing and coordinating in the utilization of instructional materials for teaching. This study has empirically revealed that teachers need management skills which involves planning, organizing and supervision in the utilization of instructional facilities for teaching.

Recommendations

Based on the findings the following recommendations were put forward

1. The proprietors of schools should organize training for the teachers on management skills in the utilization of instructional facilities. This training could be in form of conferences workshops and seminars.

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