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## **Note From the Editor-in-Chief**

**T**he outburst of information superhighway has sharpened the knowledge society, especially in the area of research, considering the critical role of research in the academic world. It has therefore become imperative for professionals in the academic world to adapt to the ICT bound environment with innovativeness in research, including the quality of research blue-print; its visibility and above all, the appropriateness of issues raised in addressing the problems in today's contemporary global society.

The International Journal of Vocational Education (IJOVED), an annual publication of the Department of Vocational Education publishes issue-based research in Technical and Vocational Education and Training (TVET) and general education. This edition is unique, its quality and content leave no one in doubt, and purposes to build in the minds of would-be readers across academic disciplines and organisations factual knowledge that would further develop the academic community. I strongly recommend this publication to academic libraries within and outside vocational education.

Assoc. Professor Isaac Okeme  
Editor-in-Chief

## **Editor s Note**

**T**his edition of International Journal of Vocational Education (IJOVED), Volume 11, No. 1, November 2021 is unique, drawing contributions across institutions and across disciplines as well as across border. Of course, we are in an era where globalisation and digitalisation combine to ease research activities. Faculty members are therefore on advantage for collaborative research.

This Journal addresses concerns in Technical and Vocational Education and Training (TVET) and other related disciplines in line with the demands of the 21st Century, home-grown demands of Nigeria's economy, institutional goals and individual aspirations in an era of global competitiveness. It is pertinent to draw the attention of our esteemed authors that they take responsibility of all rules and considerations pertaining to publication of this magnitude. Creative Commons copyright licenses and tools apply, thereby creating a balance in the traditional 'all right reserved" that copyright law creates, which is why all authors completed and returned the Creative Common open access license form.

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PROFESSIONAL SKILLS IMPROVEMENT NEEDS OF TECHNICAL AND  
VOCATIONAL EDUCATION FOR EFFECTIVE TEACHING OF  
SECONDARY SCHOOL STUDENTS IN CALABAR  
EDUCATION ZONE

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## Abstract

This study determined professional skills improvement needs of Technical and Vocational Zone. To achieve the purpose of this study, two research questions and corresponding hypotheses were formulated. Descriptive survey design was adopted for the study. The population comprised 194 Technical and Vocational Education teachers and census sampling technique was adopted in the study. Researcher-made questionnaire comprising 30 items were used for data collection. The questionnaire yielded a high reliability index of .78. Data collected were analyzed using weighted mean and Improvement Needs Index (INI) to answer the research questions. The result of the analysis revealed that Technical and Vocational Education teachers need improvement in communication skills and lesson preparation skills. The study concluded that Technical and Vocational Education teachers need improvement in most isolated skills under communication and lesson preparation. The study recommended among others that school principals should sponsor Technical and Vocational Education teachers on workshops that would enhanced their communication skills, as this would help make the teaching process interesting.

## Introduction

Institutions that want to experience sustainable educational growth must give credence to professional skills. Professional skills started to gain grounds in schools as a result of the prevalence of unemployment of youths after schooling (Jemialu & Abeng, 2016). Many of the youths could not embark on higher education after secondary school and couldn't be absorbed for paid employment by the government and the private sector (Alay-Ogan, 2012). Subsequently, many dropouts and graduates from the universities go in search for unavailable job (Abeng & Ikutal, 2017). It was obvious that the government cannot employ all the job seekers, hence the only way to tackle this problem is for such individuals to go

into professional skills. Professional skills are the abilities that can help a teacher succeed in his or her job. Often, professional skills presuppose effective teaching and learning by students (Akeke & Aluko, 2017).

Teaching effectiveness can be seen as a teacher's ability to be intellectually challenging, motivating students, setting high standards, approachable, presenting materials well, making the subject and class interesting, encouraging self-initiated learning and having good elocutionary (good public communication) skills that triggers learning and produces useful outcome. When a teacher possesses these qualities or attributes, it will spur the students up and encourage their reading and studying skill which invariably enhances performance and academic excellence. According to Layne (2014), effective teaching from the school administrator's point of view focuses more on what they think the teachers need to do in relation to course content. Students view it as teachers' ability to keep students interested in the whole period, well organized, well prepared for class, interacts with students, and is accessible and the ability to be patient and flexible when dealing with students. This implies that for an accounting teacher to be viewed as effective, he/she must possess these qualities and attributes such as; communication skill, resourcefulness, evaluation of students, accessibility and ability to create active learning environment for students.

Therefore, teaching demands the cultivation of thinking skills, stimulation of interest in the subjects, being knowledgeable in the course, having mastery of the lesson content and motivation of students to learn. Effective teaching does not occur by chance rather effective teachers have-become good at what they do and derive pleasure and satisfaction in doing it with a product of turning out successful students who have positive attitude towards their academics for excellent performance and success.

Technical and Vocational Education teachers must possess professional skills to enable them impact knowledge, skills and attitudes they have acquired through prolonged academic training and practice to the students (Jemialu, 2018). When Technical and Vocational Education teachers are found deficient in these skills, they require improvement. To know the aspects where teachers of Technical and Vocational Education need improvement is necessary to be assessed as it will reveal the level of skills possessed and the areas in which improvement is needed base on their need gap. The need gap is the difference between the real performance and the expected performance. The need gap is discovered which therefore determine the level of improvement needed by the Technical and Vocational Education teachers for effective teaching of secondary school students.

The broad categories of professional skills improvement needs for effective teaching according to Jemialu (2018) are: Communication skills improvement, lesson preparation skills improvement, class management skills, instructional delivery skills and students' evaluation skills. For this study, professional skills improvement need is measured based on communication skills and lesson preparation skills.

The success of a professional teacher requires excellent communication skill, concise and understandable expressions and explanation during lesson delivery. Bolarinwa (2014), has presented a good account of the teacher's roles in the Classroom, thus a teacher is a communicator; a manager and organizer of student in a manner to assist them meet set

objectives and act as a monitor of students' performance. Listening, speaking, writing, reading and interpersonal communication skills are needed to facilitate teaching/learning and to enable the teacher to accomplish their goals which is to attain effectiveness evident in the students' performance. According to Fathi, Aieman and Rholoud (2010), teachers are constantly gathering, sorting, analysing and explaining information to learners.

Not only do teachers need to accomplish technical tasks, they must also communicate effectively and efficiently with internal and external customers. Effective communication" makes an effective teacher. A teacher might be trained, developed and has good knowledge of the lesson content but without good command of English language and good communication skill, the teacher will never make a good teacher. This is because the students might not understand what he/she will be teaching being that he/she lacks expression power.

Good communication skills enhance teachers' performance as a professional and equally influence the quality of his products. This implies that a good teacher produces good students and student teachers who will also have good communication skill. A good communicator has ability to remove all negative feelings in the students and has the potentials to be a good listener. Loss (2000) recommends utilizing positive statements, rather than accusatory statements when communicating. Giving words of hope to a dullard has the tendency of enhancing his performance. Such as; 'you have tried', 'you can do better than this', 'oh, good effort', 'you have the capacity to be one of the best'. These words, though simple but are power enough to spur a child up. Even the dullest student will struggle; work harder to improve the performance if not for anything to make the teachers' words come to pass.

Communication is the transfer of information, message, ideas, knowledge and feelings from the teacher to the students and vice versa, for the purpose of understanding themselves and achieving a common goal. Obi and Okon (2014) defined communication as the art of sending and receiving messages, information, ideas, signals, instruction or intentions and it is necessary for linking various organizational activities. The communication skills essential in any workplace include basic oral and writing skills, and the ability to communicate in work groups and teams with persons of diverse background, and when engaged in problem solving and conflict management (Jemialu & Abeng, 2016).

Communication is an important instrument used by the teacher. Some teachers have their subject matter knowledge but their oral communication is poor. A good speaking skill of the teacher can work on his students to develop their skills as well. In this connection, Akpakwu (2008) added that communication is a purposeful act and as such, its success or failure is to be judged in relation to the purpose itself. The implication is that effective communication begets efficient work performance and quickens solution to problems. Abeng (2015) stated that ineffective classroom communication leads to administrative chaos while ineffective classroom communication leads to good students' achievement. It is through communication that the goals of the school are well understood and they become meaningful to the teachers and students. If the classroom is to function properly or perform well in order to realize its basic goals, the maintenance of such classroom communication networks and linkages has to be sought and this can only be effective when the teaching

possess relevant communication skills. Teachers spend a great deal of their time communicating, whether by teaching, explaining, giving instructions, asking questions, or directing whole class discussion. As such, it is not surprising that the quality of teacher's communication is one of the most important aspects of effective teaching, hence, the need for Technical and Vocational teachers to possess relevant communication skills. Onyekuru and Josephat (2013) examined "Teaching Effectiveness of Secondary School Teachers in Emohua Local Government Area of Rivers State, Nigeria" and found that: teaching effectiveness of teachers from secondary schools in Emohua Local Government Area was below average; teaching experience and teachers' communication skills had a significant influence on teaching effectiveness of the secondary school teachers while gender had no significant influence.

Communication skills are vital for anyone who has a teaching job. Effective teachers are always effective communicators. They communicate clearly about course objectives, content and testing, making sure they provide a rationale for learning particular material and adapt instruction to their student's level of knowledge and skill. Lacks of communication mean that the students will not understand key concepts at all, or they will do incorrectly. Effective teachers can take something that is complex and present it in a way that can be easily absorbed by the students, through different verbal and non-verbal means (Prozesky, 2010).

According to Duruamaku-Dim (2004), communication skills manifest in good listening. A good teacher cultivates the habit of listening to his students which encourage them to express their opinions freely. The author further noted that non-verbal communication skills are important in administration of business. The teachers' attitudes, body expressions, gesture, voice and tones, facilitate or inhibit communication between them and their students. Technical and Vocational teachers should communicate to their students by their facial expression, tone of voice, speech, use of eye contact, gestures and positioning. Communicating effectively with students and, in particular, the teacher's effective use of words when explaining, questioning and discussing cannot be overemphasized.

According to Chesebro and McCrosky (2012), teaching-learning process often goes hand in hand with questioning, with the teacher switching from one to the other as and when appropriate. Often, this switch is influenced by whether the teacher feels it is appropriate to pull ideas together swiftly to facilitate a move to the next phase of the lesson; this requires the teacher possessing relevant communication skills. For both explaining and questioning, it is particularly important to ensure that the nature and complexity of the words used by the teacher is at an appropriate level for students to understand. Indeed, the skill of the teacher to pitch vocabulary use appropriately by taking account of students' current level of understanding is one of the most important skills the business subject teacher needs (Chesebro & McCrosky, 2012).

Lesson planning is at the heart of being an effective teacher. It is a creative process that envision the learning Technical and Vocational Education teachers want to occur and analyze how all the pieces of the learning experience should fit together to make that vision a classroom reality. According to Duruamaku-Dim (2010), planning is the first managerial function, which is basically a logical thinking process that decides what needs to be done in

order to achieve organization's aims and Objectives. It focuses on the broader perspectives of the business as well as taking into consideration, the technical methods to get desired results. Hence, a lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time. A successful lesson plan addresses and integrates these; three key components: objectives for student learning, teaching/learning activities and strategies to check student understanding (Cicek, 2013).

Much has been written over the years about the planning and preparation of lessons (Butt, 2016; Skowron, 2016; Tileston, 2014). The authors have identified four; major elements involved in planning a lesson:

1. A decision about the educational objectives that the lesson will be designed to foster.
2. A selection and scripting of a lesson, which involves deciding on the type and nature of the activities to be used (e.g. exposition, group work, reading), the order and timing of each, of these activities, and the content and materials to be used.
3. A preparation of all the props to be used, including materials, worked examples, checking that apparatus is ordered, delivered and in working order, arranging the layout of the classroom and, on occasion, even a rehearsal (such as when a new experiment or demonstration is involved).
4. A decision regarding how you will monitor and assess students' progress and attainment during and after the lesson to evaluate whether the intended learning has taken place.

Planning is the systematic process of deciding what and how students should learn. Planning is mostly the responsibility of teachers. Teachers decide about the form and content of their instruction, such as how much presenting, questioning, and discussing to do; how much material to cover in the allotted time; and how in-depth to make their instruction (Borich, 2017).

More specifically, a lesson plan should address the following (Richards, 2016).

1. Concept or objectives to be taught, which tells the student what they will learn.
2. Time blocks, e.g., approximate time expected to be devoted to the lecture.
3. Procedures to be used for instructional design.
4. Materials needed both for the student and the teacher.
5. Independent practices or student time on task.
6. Evaluation, applications, and student understanding, e.g. main questions to be asked by the teacher to check student understanding.

Lesson preparations are plans put in place by the business subject teacher prior to his/her entry unto the class to teach the student, which serve as a guide in carrying out effective teaching. They are preparations made by the business subject teacher beforehand to enhance coverage of the subject matter within the stipulated given period and ensuring effective teaching at the same time. One important aspect of Technical and Vocational Education teachers' task is lesson preparation/planning. There is an adage that "failure to plan, is planning to fail". Preparing adequately for the lesson provides Technical and Vocational teachers with adequate content and learning experiences to be imparted on the students in a given lesson period (Chukwurah, 2011). Adequate lesson preparation simplifies Technical and Vocational teachers teaching and serves as a reservoir of materials at their fingertips from which they can draw as the lesson progresses.

Successful teaching and learning process is usually determined by the level of the teachers'

preparedness. Regardless of the teacher's level of training and qualifications, no teacher can be effective in the class without adequate preparation. A business subject teacher is good only if he/she can stimulate the students' interest and involve them throughout the lesson. An effective business subject teacher should plan his lesson in an orderly and sequential manner. It should essentially state the objectives the teacher intends to achieve, what to teach, how to teach it, the stated content, what instructional and reference materials to be used, what activities the students would be exposed to, and how the lessons will be evaluated. A well planned lesson will make room for the different needs of students, give clear explanations, be flexible, involve oral questioning and will stimulate students' interest and participation. Craig and Dickenson (2013) pointed out that good planning ensures that lessons include periods where students are allowed to have discussions in open or close groups or in pairs. Good planning organizes the materials which allow doing more with the same amount of time. In line with this, Ukonze (2013) identified "Proficiency Improvement Needs of Teachers for Effective Teaching of Agriculture Curriculum in Junior Secondary School in Enugu State", where the difference between the needed mean and performance mean i.e. (XN-XP) constituted the gap for which teachers of Agriculture need improvement. It was found out those teachers of Agriculture in junior secondary school needed improvement in planning, implementing and evaluating instructions for teaching Agriculture curriculum effectively. Based on the findings, appropriate recommendations were made.

There are a number of benefits to writing a lesson plan. First, lesson planning produces more unified lessons (Jensen, 2011). It gives Technical and Vocational teachers the opportunity to think deliberately about their choice of lesson objectives, the types of activities that will meet these objectives, the sequence of those activities, the materials needed, how long each activity might take, and how students should be grouped. Technical and Vocational teachers can reflect on the links between one activity and the next, the relationship between the current lesson and any past or future lessons, and the correlation between learning activities and assessment practices. Since the business subject teacher has considered these connections and can now make the connections explicit to learners, the lesson will be more meaningful to them.

The lesson planning process allows Technical and Vocational Education teachers to evaluate their own knowledge with regards to the content to be taught (Reed & Michaud, 2010). If a teacher has to teach, for example, a complex accounting topic and is not sure of the rules, the teacher would become aware of this during lesson planning and can take steps to acquire the necessary information. The opportunity that lesson planning presents to evaluate one's own knowledge is particularly advantageous for Technical and Vocational teachers. A teacher with a plan, then, is a more confident teacher (Jensen, 2011).

The Technical and Vocational Education subject teacher is clear on what needs to be done, how, and when. The lesson will tend to flow more smoothly because all the information has been gathered and the details have been decided upon beforehand. The business subject teacher will not waste class time flipping through the textbook, thinking of what to do next, or running to make photocopies. The Technical and Vocational Education subject teacher's confidence will inspire more respect from the learners, thereby reducing discipline problems and helping the learners to feel more relaxed and open to learning.

Lesson plans can be used again, in whole or in part, in other lessons months or years in the future (Jensen, 2011). Many Technical and Vocational teachers keep files of previous lessons they have taught, which they then draw on to facilitate planning for their current classes. In other words, lesson planning now can save time later. Lesson plans can be useful for other people as well (Jensen, 2011). Substitute teachers face the challenge of teaching another teacher's class and appreciate receiving a detailed lesson plan to follow. Knowing that the substitute is following the plan also gives the regular classroom teacher confidence that the class time is being used productively in his or her absence.

In addition, lesson plans can also document for administrators the instruction that is occurring. If a supervisor wants to know what was done in class two weeks ago, the business subject teacher only has to refer to that day's lesson plan. Finally, lesson plans can serve as evidence of a teacher's professional performance. Technical and Vocational teachers are sometimes asked to include lesson plans, along with other materials, as part of a portfolio to support their annual performance evaluation. Iqbal, Muhammad, Alam, Shafiqur, Wajid and Farman (2012) investigated "Farman Teachers' Perceptions of Classroom Management, Problems and its Solutions: Case of Government Secondary Schools in Chitral, Khyber Pakhtunkhwa, Pakistan". Findings showed that one of the biggest problems regarding classroom management is deviant behaviour of students. Teachers do not plan for their classroom, which decreases their abilities of classroom management. Teachers do not involve students in activities, which provide the students room for creating disruptions during teaching and learning. Students do not obey school rules and regulations. Based on this study, it was recommended that teachers should plan for their lessons before going to classrooms. They should design such classroom activities where students are involved and their deviant behaviour is reduced. Teachers should also display classroom rules inside classrooms so that the students may see them and follow them. Borich (2017) highlighted the characteristics that a good lesson plan should have, which shows the skills the teacher must possess, they are:

1. The lesson plan has clear and suitable aims and objectives.
2. The content, methods and structure of the lesson selected are appropriate for the students' learning intended.
3. The lesson is planned to link up appropriately with past and future lessons.
4. Materials, resources and aids are well prepared and checked in good time.
5. All planning decisions take account of the students' and the context.
6. The lesson is designed to elicit and sustain students' attention, interest and involvement.

It is in planning that Technical and Vocational subject teachers translate syllabus guidelines, institutional expectations and their own beliefs and ideologies of education into guidelines for action in the classroom (Calderhead, 2014). The author asserted that when planning lessons, the following points are worth considering: objectives and connection with the previous lesson, teaching aids, topics, activities, methodology, instruction-giving, feedback provided, organization of the classroom (i.e. pair- and group-work, whole-class instruction), skills, grammar and vocabulary teaching, use of the mother tongue, learner involvement and motivation, homework assignments and anticipated problems. Spooner (2017) enumerated the following steps in preparing a lesson plan, where it was stressed that teachers require skills in lesson preparation to do this. The steps are: Outline learning

objectives; develop the introduction to gauge students' knowledge of the subject or possibly, their preconceived notions about it; plan the specific learning activities (the main body of the lesson); plan to check for understanding; develop a conclusion and a preview; create a realistic timeline.

Research reveals that the teacher is probably the single most important factor affecting student achievement in a study with 60,000 students (Marzano, 2013). Wong (2009) asserted that: an effective teacher has positive expectations for student success; and lesson plan reflects such expectations, an effective teacher knows how to design lessons for student mastery; which is reflected in lesson plan, and an effective teacher is an extremely good classroom manager; which is possible via good time management during class time and that is possible only by effective implementation of a good lesson plan. Ali and Mina (2014) investigated "The Important Role of Lesson Plan on Educational Achievement of Iranian EFL Teachers' Attitudes". Results showed that English teachers agreed with utilizing lesson plan. No significant difference was observed among teachers' views concerning the given variable. The findings revealed that due to the importance of lesson plan, holding specialized workshops may provide information for developing better course plans. A successful lesson plan provides for each class to have a focus; each minute of the class and role of students are planned; lessons are designed to engage the class, making the students active participants; important points are repeated multiple times within a period and throughout the class; and how new class material relates to earlier material are pointed out building a foundation for students' learning (McCutcheon, 2013).

According to Stronge (2014), some of the performance indicators of effective lesson planning are as follow, but are not limited to: The teacher: analyzes and uses student learning data to inform planning; develops plans that are clear, logical, sequential, and integrated across the curriculum (e.g., long-term goals, lesson plans, and syllabi), plans instruction effectively for content mastery, pacing, and transitions, plans for instruction to meet the needs of all students, aligns and connects lesson objectives to state and local curricula and standards, and student learning needs, develops appropriate course, unit, and daily plans, and is able to adapt plans when needed.

A lesson plan makes the content and the session interesting and involving. Good planning facilities clear explanations and it provides a wide range of resources suitable to students' needs. It assists with effective use of oral questioning, given instructions, being flexible, and having on the students' stimulation to encourage their interest and participation.

Effective teachers manage and organize the classroom, in the beginning of the year, according to the students' needs and preferences to create an optimistic and warm learning environment for all the students, and enhance learning. However, management is not parallel to strict rules, in fact, management is to anticipate students' needs, and then prepare a suitable year plan, procedures, activities, assessment, evaluation, and above all, clear instructions for the students to promote their motivation, enthusiasm and learning.

### Objectives of the study

1. Identify communication skills improvement needs of Technical and Vocational Education for effective teaching of secondary school students in Calabar Education

Zone.

2. Identify lesson preparation skills improvement needs of Technical and Vocational Education for effective teaching of secondary school students in Calabar Education

Zone  
Research questions

1. What are the communication skills that need improvement by Technical and Vocational Education for effective teaching?
2. What are the lesson preparation skills that need improvement by Technical and Vocational Education for effective teaching?

Statement of hypotheses

The following null hypotheses were derived from objectives of the study:

1. Communication skills improvement needs have no significant influences on effective teaching in secondary schools in Calabar Education Zone.
2. Lesson preparation skills improvement needs have no significant influences on effective teaching in secondary schools in Calabar Education Zone.

Research Methods

This study adopted a descriptive survey design. Survey design is suitable for this study because it makes use of questionnaire to collect data on professional skills improvement needs of Technical and Vocational Education for effective teaching in secondary schools in Calabar Education Zone. The study was carried out in Calabar Education Zone of Cross River State. Calabar Education Zone of Cross River State is made up of two Local Government Areas namely: Calabar Municipality and Calabar South. This Educational Zone is situated within the tropics and share common boundaries with the Republic of Cameroun to the East, Yarkurr Local Government Area to the North, Abia State to the West and Akwa Ibom State/Atlantic Ocean to the South.

The choice of Calabar Education Zone of Cross River State for this study is borne out of the fact that most Technical and Vocational Education students in this Education Zone have not been performing academically well in external examination, this has been liked to Technical and Vocational subject teachers ineffective teaching. Also, the zone has secondary schools both in the urban and rural area, this interactive effects will give the study a reliable scope which can be generalized to other Education Zones in the State.

There are 194 Technical and Vocational Education teachers, comprising of 92 males and 102 females in Calabar Education Zone. The population of the study consisted of Technical and Vocational Education teachers in public secondary schools offering Technical and Vocational subjects in Calabar Education Zone. The choice of this population was borne out of the fact that Technical and Vocational teachers would be the beneficiary of these professional improvement needs for effective teaching.

Census technique is used in this study since the population is small and manageable; thus all technical and Vocational Education teachers were involved in the study. All 194 Technical and Vocational teachers in secondary schools in Calabar Education Zone of Cross River State participated in the study because the population is small and manageable. The instrument for data collection was structured researcher-made questionnaire titled

“Professional Skills Needs of Technical and Vocational Questionnaire” (PSNTAVQ). The instrument was validated by three experts in Faculty of Vocational and Science Education, University of Calabar. A reliability index of .78 was established using Chrobach Alpha analysis. The researcher personally administered the instrument on all the 194 Technical and Vocational Education teachers in the study area, after being informed of the exercise and the need to be honest in terms of giving response and collect same after responding. Data obtained from the field was converted into values using a four point rating scale. Codes were assigned to each item in the questionnaire. For ease of data preparation, a coding schedule is prepared by developing a key for each of the construct in the instrument in a tabular form. Data collected was analyzed using weighted mean and Improvement Needs Index (INI) to answer the research questions the skill improvement needs by Technical and Vocational teachers was determined as follows:

1. The weighted mean (Xn) of the needed scale was determined for each item
2. The weighted mean (Xp) of the performance scale was determined for each item
3. The performance gap was determined by finding the difference between the values of Xn and Xp, that is  $Xn - Xp = \text{Performance Gap (PG)}$ .

## Results

### Research question one

What are the communication skills that need improvement by Technical and Vocational Education for effective teaching?

Table 1: Performance gap analysis of mean ratings of Technical and Vocational Education teachers on communication skills that need improvement for effective teaching

N = 194

S/N	Communication skills	Xn	Xp	PG	Remarks	
					Xn-Xp	
1.	Fluency in spoken English	3.25	3.50	-0.25	INN	
2.	Use of simple correct English to the understanding of students	2.93	3.00	-0.07	INN	
3.	Be audible while teaching	3.28	2.63	0.65	IN	
4.	Avoid the use of derogatory words while teaching	3.09	3.22	-0.13	INN	
5.	Write eligibly on the board	3.35	3.10	0.25	IN	
1.	Answer questions to students' understanding	3.30	2.78	0.52	IN	
2.	Give notes in a simplified form	3.21	3.45	-0.24	INN	

Key: IN = Improvement Needed, INN = Improvement Not Needed.

To provide answers to research question one and hypothesis one, weighted mean and INI was used. The result is presented in Table 1. Table 1 presents the mean rating of Technical and Vocational Education teachers on communication skills that need improvement for effective teaching. Table 1 revealed that items 3, 5 and 6 had performance gap values of 0.65, 0.25 and 0.52 respectively, which were positive. This performance gap values indicate that Technical and Vocational Education teachers in secondary schools in Calabar

Education Zone are not proficient in those items and therefore need improvement. However, Table 1 also revealed that items 1, 2, 4 and 7 had their performance values to be -0.25, -0.07, -0.13 and -0.34 respectively, indicating that Technical and Vocational Education teachers are proficient in those skills and therefore require no improvement on them.

#### Research question two

What are the lesson preparation skills that need improvement by Technical and Vocational Education for effective teaching?

Table 2: Performance gap analysis of mean ratings of Technical and Vocational Education teachers on lesson preparation skills that need improvement for effective teaching

S/N	Lesson preparation skills	Xn	Xp	PG	Remarks		
					Xn-Xp		
1.	State clearly measurable specific objective of the lesson			3.54	2.78	0.76	IN
2.	State the entry behaviour of the lesson	3.43	3.47	-0.04	INN		
3.	Determine relevant instructional and reference materials		3.50	3.63	-0.13	INN	
4.	Outline the steps of the content of the lesson	3.32	3.45	-0.09	INN		
5.	Develop the steps for the contents of the lesson		3.49	3.41	0.08	IN	
6.	Determine appropriate methods to be adopted for teachers and students behaviour		3.25	3.02	0.23	IN	
7.	Summarize the lesson	3.16	3.12	0.04	IN		

Key: IN = Improvement Needed, INN = Improvement Not Needed.

To provide answers to research question two and hypothesis two, weighted mean and INI was used. The result is presented in Table 2. Table 2 presents the mean rating of Technical and Vocational Education teachers on lesson preparation skills that need improvement for effective teaching. Table 2 revealed that items 1, 5, 6 and 7 had performance gap values of 0.76, 0.08, 0.23 and 0.04 respectively, which were positive. This performance gap values indicate that Technical and Vocational Education teachers in secondary schools in Calabar Education Zone are not proficient in those items and therefore need improvement. However, Table 2 also revealed that items 2, 3 and 4 had their performance values to be -0.04, -0.13 and -0.09 respectively, indicating that Technical and Vocational Education teachers are proficient in those skills and therefore require no improvement on them.

#### Discussion of findings

The result on research question one and hypothesis one revealed that Technical and Vocational Education need improvement in communication skills. The result revealed that items 3, 5 and 6 had performance gap value of 0.65, 0.25 and 0.52 respectively, which were positive. This performance gap values indicate that Technical and Vocational Education in secondary schools students in Calabar Education Zone are not proficient in those items and therefore need improvement. This finding is in line with Abeng (2015) that communication skills needs improvement and that effective communication leads to administrative chaos

while effective classroom leads to good students' achievement.

The result on research question two and hypothesis two revealed that Technical and Vocational Education need improvement in the following lesson preparation skills; how to: State clearly measurable specific objectives of the lesson, develop the steps for the contents of the lesson, determine appropriate methods to be adopted for teachers and students behaviour and outline the steps of the content of the lesson; which had performance gap values of 0.76, 0.08, 0.23 and 0.04 respectively. In line with the result of Ukonze (2013) identified proficiency improvement needs of teachers for effective teaching of Agriculture curriculum in junior secondary school needed improvement in planning, implementing and evaluating instructions for teaching Agriculture curriculum effectively.

### Conclusion

Based on the findings of the study, it was concluded that, the following professional skills improvement needs variables: Communication skills and lesson preparation skills have significant influence on teaching of secondary school students in Calabar Education Zone.

### Recommendations

Based on the findings and conclusion, the following recommendations were made:

1. That school Principals should sponsor Technical and Vocational Education teachers on workshops that would enhance their communication skills, as this would help make the teaching-learning process interesting.
2. That Technical and Vocational Education teachers should prepare adequately well for lessons, this can be done when they prepare lesson notes on time and utilize this notes during the teaching-leanring process.

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