

TECHNICAL COMPETENCE: A TOOL FOR TEACHERS' JOB PERFORMANCE AND ECONOMIC DEVELOPMENT IN AKWA IBOM STATE

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ABSTRACT

The study sought to examine technical competence as a tool for teachers' job performance and economic development in Akwa Ibom State. Two research questions and two hypotheses guided the study. The study adopted descriptive survey design. The population of the study was all the 250 public secondary schools in Akwa Ibom State, with corresponding number of 250 principals and 500 vice principals. The sample of the study was 264 representing 35% served as study participants. The sample was drawn through proportionate stratified sampling technique base on the three educational zones in Akwa Ibom State. The instrument for data collection was questionnaire titled "Technical Competence a tool for Teacher' Job Performance and Economic Development" (TCTJPED). Mean, weighted mean, and aggregate weighted mean were used in answering the research questions while z-test statistics were used in testing the hypotheses at 0.05 level of significance. The research adopted the use of Crombach Alpha statistics to get the coefficient reliability of 0.84. The finding revealed the ways technical competence serves as a tool for teachers' job performance and economic development in Akwa Ibom state of Nigeria. They include; Teachers' instructional objectives being student oriented, mastering of subject content by the teachers, accessibility of teaching facilities, well planned lesson note by the teachers, properly coordinated classroom, provision of employability skills, provision of human capital capacity, enhancement of economic empowerment among others. The study recommended that. Educational administrator should provide the appropriate instructional material for effective job performance, education supervisors should ensure that teachers' lesson plans are appropriate and also in line with the scheme of work, educational supervisors should organized workshop and seminars on teachers' teaching techniques among others.

Keywords: Technical Competence, Teachers' Job Performance, Economic Development

INTRODUCTION

Education in Nigeria is an instrument "Per Excellence" for effecting economic development. This anchored on the various planned activities undertaken by a more experienced, knowledgeable and skilled teachers to transmit the desirable positive behavior, knowledge, skill and attitude to the learner. Hence for this transmission to be effective, some technical competences of a teacher is germane. Technical competence refers to those unique behaviors utilized by the teacher in order to enhance classroom interaction and teachers Job performance. Technical competences as those peculiar and specialized teachers' behavior and techniques in the process of teaching, that enables him/her to arouse, sustain interest and attention as well as enhance job performance and effective learner participation which make it possible for the learner to make creative inputs in the teaching learning process Izuagba,(2016).

It is glaring that every profession has their basic skills (technical skill) to enhance their performance. Therefore in teaching as a profession, a professional teacher is to have the knowledge content of his/her subject, develop a good plan of his lesson to be taught, adopt an appropriate teaching method, adopt an appropriate teaching tool, be efficient in classroom management, have a good communication skill among others. Therefore Technical competence of a teacher entails the functional and behavioral quality of a teacher of which if it is fully realized, enhances teachers' job performance and economic development. Technical competence based on teaching technique and quality with emphasis on students' academic outcome and teachers' job performance. It is the capability of a teacher to create an enabling environment so as to achieve students' academic output. In view to this, Oku,(2013) ascertain that this capability is transmitted to the level of his innovativeness and resourcefulness in choice of instructional materials, lessons plans, classroom control and management. From the forging, Technical competence are one of the major skills that separate teaching profession from others.

Planning the lesson note by the teacher is the bedrock of technical competence, because if a teacher fails to plan, he/she is already planning to fail. Therefore, planning is much more than writing a lesson note, rather a systematic mapping out of activities that will be involved in teaching (Onyemekya in Afurobi, 2009). The reason for planning is for effective teaching. The education industry is the pivot upon which the foundations for the economic, political, social, culture, moral, scientific and technology advantage of a people and their state are laid (Nwakough 2014). This means that all other professionals are trained by a competence teacher. On this note technical competence of a teacher with regards to mastering the subjects and in planning what should be impacted into a learner for a lifetime is very critical. From the forgoing , job performance could be describe as the duties performed by a teacher or teachers at a particular in the school, stem in achieving organizational goal (Ogunyinka, Okeke & Adedoyin, 2015). It could further be describe as the ability of a teacher to combine relevant inputs for the enhancement of teaching and learning processes. Furthermore Peremode, (1996) argued that job performance is determine by the workers level of participation in the day to day running of the organization.

Education develops the essential knowledge, experience, skills and capacity required for teacher's development. This in turn enhances economic output of the teacher, by way of producing students with employable skills for efficient economic development. On this premise educationists and economists are of the opinion that professional teachers should be produced from teacher training institutions that in order t acquire the productive skills that will enhance their performance. From the forgoing, economic development can be defined as the sustained increase in both per-capital income and quantity and quality of social and economic activities in the state. This implies that economic growth plus positive change in the society or environment. It is the transformation of the society from the primitive state to a modernized state.

Statement of the Problem

The relevance of investment in education is to increase the literacy level and provide the youths with employable skills in order to make them independent and contribute to the economic growth and development in Nigeria through continuous development of teachers' competences. Study revealed that Akwa Ibom State has professional teachers, but the educational sector is still confronted with the issue of poor academic performance resulting in senior secondary external examination results in public secondary schools. These also attribute to high level of illiteracy, unemployment, poverty and even a decrease in Gross Domestic Product which may eventually affect the economic development of the State.

Therefore, there can be no significant growth in the State educational sector without adequate investment in human capital which serves as an agent to economic development. Nevertheless the forgoing indicates a parallel relationship between investment in education and development, It is on this premise that the researcher intends to carried out an investigation to ascertain the relevance of inter-personal competence for teachers' job performance and economic development in Akwa Ibom State.

AIM AND OBJECTIVES OF THE STUDY

This study examined technical competence as a tool for teachers' job performance and economic development in Akwa Ibom State.

Specifically, the study sought to:

1. Examined the ways technical competence serves as a tool for teachers' job performance in public secondary schools in Akwa Ibom state of Nigeria.
2. Determine the ways technical competence serves as a tool for economic development in Akwa Ibom state of Nigeria.

RESEARCH QUESTIONS

The following research questions were answered in the study;

1. In what ways do technical competences serves as tool for teachers' job performance in Akwa Ibom state of Nigeria?
2. In what ways do technical competence enhances economic development in Akwa Ibom state of Nigeria?

HYPOTHESES

The following hypotheses were tested in the study at 0.05 level of significance:

Ho1: There is no significant difference between the mean ratings of principals and vice principals on how technical competences save as a tool for teachers' job performance in public secondary schools in Akwa Ibom state of Nigeria.

Ho2: There is no significant difference between the mean ratings of principals and vice principals on how technical competences save as a tool for economic development in Akwa Ibom State.

METHODOLOGY

The design for the study was descriptive survey. This made it possible for data to be collected from respondents and explain as they occurred apart from testing hypotheses on the variables of the study and their result inferred in the entire population. The population of the study was all the 250 public secondary schools in Akwa Ibom State, with corresponding number of 250 principals and 500 vice principals. The sample of the study was 264 representing 35% served as study participants. The sample was drawn through proportionate stratified sampling technique base on the three educational zones in Akwa Ibom State. Two research questions guided the study. The instrument for data collection was questionnaire titled "Technical Competence as a tool for Teacher' Job Performance and Economic Growth" (TCTJPEG) with a reliability index of 0.84, designed by the researcher in a modified 4-point likert scale model. Mean, weighted mean, and aggregate weighted mean were used in answering the research questions while z-test statistics were used in testing the hypotheses at 0.05 level of significance.

RESULTS

The result of the study came from answered to the research questions and test of hypotheses.

Research Question 1: In what ways do technical competence saves as a tool for teachers’ job performance in Akwa Ibom state of Nigeria?

Table 1. Mean response of Principals and Vice Principals on technical competence enhances teachers’ Job performance in public secondary schools in Akwa Ibom State

S/N	Statements	Mean Responses					Remark
		Principals		Vice Principals		XX	
		X1	SD1	X2	SD2		
1	Teachers instructional objectives are students oriented.	3.09	0.71	3.03	0.92	3.06	Agreed
2	Teachers has good knowledge of the subject content.	2.94	0.89	3.02	0.96	2.98	Agreed
3	Teaching facilities are easily accessible.	2.80	0.62	2.72	0.88	2.76	Agreed
4	Teachers have good teaching technique.	2.94	0.96	2.58	0.78	2.76	Agreed
5	Lessen note are well planned.	2.99	0.98	2.77	0.96	2.88	Agreed
6	Teachers teaches his or her student content with confident.	2.71	0.82	2.79	0.86	2.75	Agreed
7	Classrooms are properly coordinated during learning.	2.75	0.96	3.07	0.92	2.91	Agreed
8.	Teachers used appropriate instructional material.	2.86	0.92	2.72	0.91	2.79	Agreed
Criterion X = 2.50		2.89	0.86	2.84	0.91		Agreed

Data on Table 1 show that all the items (1-8) had weighted mean score above the criterion mean 2.50 and were adjudged as how technical competence serves as a tool for teachers’ job performance in Akwa Ibom state of Nigeria. In summary, with an aggregate weighted mean of 2.86, principals and vice principals agree that technical competence enhances teacher’ job performance in public secondary schools in Akwa Ibom state by ensuring that teachers instructional objectives are students oriented, facilities are easily accessible, teachers have gd teaching techniques, lesson note are well plan among others.

Research Question 2: In what ways do technical competence serve as a tool for economic development in Akwa Ibom state of Nigeria?

Table 2. Mean Response of principals and vice principals on how technical competence enhances economic development in Akwa Ibom State in Nigeria

S/N	Statements	Mean Responses				Remark	
		Principals		Vice Principals			
		<u>X1</u>	SD1	<u>X2</u>	SD2		<u>XX</u>
1.	Technical competence enhances student employability skills.	3.06	0.76	2.81	0.90	2.93	Agreed
2.	Competence teacher builds human capital	2.93	0.75	2.81	0.90	2.87	Agreed
3.	Technical competence promote economic innovation.	2.97	0.86	2.87	0.80	2.92	Agreed
4.	Technical competence enhances economic empowerment.	2.97	0.86	2.60	0.62	2.78	Agreed
5.	Technical competence promote economic investment.	2.93	0.90	2.55	0.70	2.74	Agreed
6.	It promote economic reforms	2.93	0.90	2.85	0.72	2.91	Agreed
7.	It enhances economic output of the teacher.	2.72	0.81	2.73	0.89	2.72	Agreed
Criterion X = 2.50		2.93	0.84	2.45	0.79	2.84	Agreed

Data on Table 2 show that all the items (1-7) had weighted mean score above the criterion mean 2.50 and were agreed as ways technical competence enhances economic development in Akwa Ibom state of Nigeria. In summary, with an aggregate weighted mean of 2.84, principals and vice principals agreed that technical competence enhances economic development in Akwa Ibom state by ensuring that; technical competence enhances students employability skills, competence teacher build human capital, technical competence promote economic innovation, it enhances economic empowerment, it promote economic reform among others.

Ho1: There is no significant difference between the mean ratings of principals and vice principals on how technical competences serves as a tool for teachers' job performance in public secondary schools in Akwa Ibom state of Nigeria.

Table 3. Difference between the mean ratings of principals and vice principal on how technical competence serves as a tool for teachers' job

Subject	N	X	SD	Cal.z	Z-crit	Df	Result
Principals	94	2.58	0.82	0.45	1.96	257	Not Significant (accepted)
Vice Principals	121	2.89	0.86				

Data on table 3 show summaries of subjects, means, standard deviations, and z. test of difference between the mean ratings of principals and vice principal on how technical competence serves as a tool for teachers’ job performance in Akwa Ibom state of Nigeria. The calculated. Value, used in testing the hypothesis stood at 0.45, while the critical z. value stood at 1.96, using 257 degree of freedom and 0.05 level of significance. At 0.05 level of significance and 257 degree of freedom, the calculated z.value of 1.96. Hence, there is no significant difference between the mean ratings of the principals and the vice principals. In the light of the foregoing observations, the researcher retained the null hypothesis that there is no significant difference between the mean ratings of the principal and vice principals on how technical competences enhance teachers’ job performance in public secondary schools in Akwa Ibom state of Nigeria.

Ho2: There is no significant difference between the mean ratings of principals and vice principals on how technical competence serves as a tool for economic development in Akwa Ibom State of Nigeria.

Table 4. difference between the mean ratings of principals and vice principal on how technical competence serves as a tool for economic development

Subject	N	X	SD	Cal.z	Z-crit	Df	Result
Principals	121	2.93	0.84	1.80	1.96	257	Not Significant (accepted)
Vice Principals	138	2.75	0.79				

Data on table 4 show summaries of subjects, means, standard deviations, and z. test of difference between the mean ratings of principals and vice principal on how technical competence serves as a tool for economic development in Akwa Ibom state of Nigeria. The z-test value, calculated and used in testing the hypothesis stood at 1.80 while the critical z. value stood at 1.96, using 257 degree of freedom at 0.05 level of significance. At 0.05 level of significance and 257 degree of freedom, the calculated z. value of 1.80 is less than the critical z. value of 1.96. Hence, there is no significant difference between the mean ratings of the principals and the vice principals. In the light of the foregoing observations, the researcher retained the null hypothesis that there is no significant difference between the mean ratings of the principal and vice principals on how technical competences serve as a tool for economic development in Akwa Ibom state of Nigeria.

DISCUSSION OF FINDINGS

Findings from the results as presented in table 1 revealed the ways technical competence serves as a tool for teachers’ job performance in Akwa Ibom state of Nigeria? They include; Teachers’ instructional objectives being student oriented, mastering of subject content by the teachers, accessibility of teaching facilities, teachers’ teaching technique, well planned lesson note by the teachers, properly coordinated classroom, used of appropriate instructional materials. This findings is in line with Oku, (2013) who reiterated that technical competence enhances teachers’ job performance base on proper instructional objectives, well plan lesson, proper classroom control and management. Oku further stated that one of the primary technical competence of a professional teacher is that he/she is the designer and the implementer of instructions . Also, this finding agrees with Izuagba, (2009) who posited that creative input in the teaching and learning process, effective learners participation and teachers’ job performance could be enhance through technical competence which entails

peculiar and specialized teachers' behavior and technique in the process of teaching. Furthermore, Izuagba,(2004) stated that the use of appropriate instructional materials, application of good teaching methods and good mastery of subject matter are all indices of technical competency of a teacher.

Findings from the result as presented in table 2 revealed the ways technical competence serves as a economic development in Akwa Ibom state as; provision of employability skills, competence teacher builds human capital capacity, it promote economic innovation, enhancement of economic empowerment, technical competence promote economic investment, it promote economic reform and enhance the economic output of the teacher. Hence, the findings is in line with Ogunyinka, Okeke & Adedoyin, (2015) opined that for economic development and peaceful co-existence to be attained, there is need to give priority to investment in human capital through education and training, in order to be competence with the technological, social and economic needs of the society and provide the type of human resources needed in the industrial and economic sector. Suleiman, (2017) also posited that teachers' competence is a fundamental way of building the capacity of a teacher in the school system, thereby increasing their knowledge, competence for sustainable economic growth and development. This findings also agree with Kolawole,(2018) who opined that possibly one of the greatest challenges facing education in Nigeria is inadequate funding by the federal, state and local government. Kolawole further stated that the global organization recommended the budgetary benchmark of 26% to enable the nations adequately cater for rising demands in education. But in the proposal presented to the national assembly, President Muhammadu Buhari allocated 7.04% of the 8.6 trillion 2018 budget to the education sector.

Finding of the result of tested hypothesis as presented in table 3 revealed that there was no significant difference between the mean ratings of principals and vice principals on how technical competences serves as a tool for teachers' job performance in public secondary schools in Akwa Ibom state of Nigeria. The reason for no significant difference could be that these principals do not have a divergent but the same views on how technical competence enhances economic development in Akwa Ibom state. This findings agree with European Commission, 2012) who posited that teachers should have a professional knowledge of his/her teaching subject(s) and the necessary technical skills in order to boost their job performance.

Finally, findings from the result of tested hypothesis as presented in table 4 showed that there was no significant difference between the mean ratings of principals and vice principals on how technical competence serves as a tool for economic development in Akwa Ibom State. The reason for no significant difference could be that these principals do not have a divergent but the same views on the impact of technical competence on economic development in Akwa Ibom state. This findings agree with Kolawole,(2018) who posited that the control of educational sector in Nigeria is the function of the federal government , state government and the local government. Kolawole further stated that the control of primary education is neither fully in the hand of federal government, nor state or local government, this is a great barrier for effective educational development at the basic level.

CONCLUSION

Results of the study reveal that technical competence relates and significantly predict teachers' job performance and economic development in Akwa Ibom state. This implies that continuous training and development enhances employee technical competence . Technical competence will also enable the teacher to ensure that instructional objectives are students'

oriented, mastering of the subject content, accessibility of teaching facilities, well planned lesson note, properly coordinated classroom among others. Furthermore, in terms of economic development, technical competence provides employability skills to the students, competence teacher builds human capital capacity, it promotes economic innovation, enhancement of economic empowerment, technical competence promote economic investment, it promote economic reform and enhance the economic output of the teacher. In educational practice, teachers' competence enhances a positive implication.

RECOMMENDATIONS

1. Educational administrators should provide the appropriate instructional material for effective job performance
2. Education supervisors should ensure that teachers' lesson plans are appropriate and also in line with the scheme of work.
3. Educational supervisors should organized workshop and seminars for teachers' teaching technique
4. Educational administrators should ensure that teachers instructional objectives are students oriented

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