

## TEACHERS' UP-SKILLING AS A CORRELATE OF INSTRUCTORS' EFFECTIVENESS IN GOVERNMENT TECHNICAL COLLEGES IN OGUN STATE

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### Abstract

*The study examined the relationship between teachers' up-skilling and instructors' effectiveness in technical colleges in Ogun State. Descriptive survey research design was adopted for the study, while the population comprised all 162 instructors in all the government technical colleges in Ogun State. The sample was made through simple random sampling technique. The sample size of this study was 120 instructors. One research instrument was used for data collection. The instrument was structured questionnaires and titled "Teachers' Up-Skilling and Instructors' Effectiveness Questionnaire (TUIEQ)". The reliability coefficients obtained were .82. Data collected were analyzed using Pearson Product Moment Correlation (PPMC) and at .05 level of significance. The result revealed that there was significant relationship between technical up-skilling and instructors' effectiveness ( $r = .401, p < .05$ ), that there was significant relationship between soft skill up-skilling and instructors' effectiveness ( $r = .210, p < .05$ ), that there was significant relationship between domain specific up-skilling and instructors' effectiveness ( $r = .511, p < .05$ ). Also, there was that there was significant relationship between digital up-skilling and instructors' effectiveness ( $r = .865, p < .05$ ). It is concluded that there was significant relationship between teachers' up-skilling instructors' effectiveness in technical colleges. The study recommended that technical colleges should establish partnerships with industry stakeholders and professional bodies to offer up-skilling opportunities. These initiatives should include certifications, specialized training, and access to cutting-edge resources to ensure instructors maintain competence and relevance in their specialized areas.*

**Keywords:** *Teachers' Up-Skilling, Instructors' Effectiveness, Technical Colleges*

### Introduction

Instructors, as important agents in the teaching-learning process, play a vital role in developing the manpower needed for the development of the society. They have been known to have influence on students' academic performance and also play crucial responsibilities in educational goal attainment because the instructor is ultimately responsible for translating educational policies and principles into actions based on practice during interaction with the students. In realization of the vital roles of instructors, the Federal Republic of Nigeria (FRN) (2013) stated that no education system can rise above the quality of its education and no

educational system could outgrow the quality and status of its instructors. This is because they are the agents through which educational goals could be realized. Opinmi (2014) described instructors as important change agents whom through their action of teaching and management of classroom activities transform the plan and objectives of education into reality. Instructors, therefore, ensure that school curricular and extra-curricular activities are properly planned and executed to bring about students' development.

The issue of declining academic performance of students in government technical colleges has generated much interest among stakeholders in the education sector in Ogun State.

The reason being that the laudable goals of technical education as contained in the (FRN, 2013) have become an illusion. The goals are; providing trained manpower in the applied sciences, technology and business particularly at craft, advanced craft and technical levels. By implication, the attainment of the nation's development goal through education can be largely determined by how effectively instructors perform their tasks at primary, secondary and tertiary levels of education. Since no educational system can rise above the quality of its instructors, the level of a nation's development therefore, could be traced to how effectively instructors perform their tasks. In order to achieve these goals, school management often employs the services of competent instructors who carry out various tasks to achieve the educational goal. It is essential to note that the performances of instructors determine largely the success or failure of the school system.

The quality of teaching pedagogy, subject mastery and lesson preparation are known to be key factors of instructors' effectiveness. Instructors' ability to teach is not achieved from their academic background only, but by the outstanding teaching pedagogy, lesson preparation, and subject mastery. It appears some instructors do not have good teaching pedagogy; some of them seem to have shallow subject mastery and poor lesson preparation. In recent times, instructors are faced with several challenges which affect their performance negatively. Challenges such as lack of motivation, meager wages among others could lead to poor classroom organization and management, shallow mastery of subject matter, lack of commitment to work, poor lesson preparation and ineffective teaching pedagogy, if they are not tackled appropriately. Shehnaz and Hadi (2015) affirmed that many instructors are not effective in the area of subject mastery, classroom management, teaching methods, commitment to work, and

lesson preparation. If these problems then persist and are not properly taken care of among secondary school teachers their effectiveness may be likely endangered.

According to Odu-Dikoro (2022), instructors' effectiveness is the extent to which instructors accomplish their tasks of teaching at a particular period in the school system in achieving educational goals. It is a net growth in intellectual aptitude and skills as measured by students' performance. Effective teaching is very important to students' learning because effective teaching involves aligning the three major components of instruction: learning objectives, assessments, and instructional activities. Since effectiveness measures the degree to which organizations including the school system achieves its goal, it therefore means that the degree to which objectives are achieved and the extent of which targeted problems are solved could be linked to teaching effectiveness (Wokoma, 2023). Teaching effectiveness refers to the ability of an instructor to adapt to global trend and determination to attain school objective (Nweke, 2022). Today's teaching calls for shift from traditional rote style and lecture style of teaching to the type of teaching that fosters critical and reflective thinking and developing problems solving skills in students. To meet the needs of students and the great demands in the profession of teaching, teachers have to be trained in the use of the different, old and new, approaches to teaching and assessment. That is to say, for educational reforms to take place and be of great benefit, effective professional development should also take place.

Teachers' Up-skilling deals with acquisition of contemporary skills as well as the skills required for the future in the field of teaching and learning. Teachers' up-skilling is the process of providing teachers with more relevant advanced skills through additional education and training (Drake, 2004). Rapid changes and

innovations in the process of education delivery have necessitated teachers and other workers in education sector to up-skill. Allan (2022) stated that up-skilling an employee may result to higher productivity, efficiency in resource use and competence of organizations staff leading to teaching effectiveness. Based on the emerging tasks of teachers, they may need to up-skill in the areas of use of digital resources, curriculum design, teaching styles and social support. Akin and Ok (2021) argued that it is only through up-skilling teachers that they will be well positioned to meet the needs of teaching and learning of the 21<sup>st</sup> century. Teachers' up-skilling in this study would be discussed in terms of technical, soft skill, domain specific and digital up-skilling.

Technical up-skilling refers to the process of acquiring, improving, and mastering specific technical competencies necessary for performing tasks effectively in a particular field. Unlike general skill development, technical up-skilling focuses on industry-specific or role-based skills that synchronize with emerging technological advancements, innovations, and professional development (Deloitte, 2022). Technical up-skilling is essential for enabling teachers to leverage digital tools, adopt modern pedagogical techniques, and improve instructional delivery. For example, the rise of educational technologies like smart boards and interactive simulations requires instructors to acquire the necessary technical proficiencies to enhance student engagement and learning outcomes (Baker et al., 2020).

Soft skills up-skilling are personal trait that enhances teacher's interaction and performance in teaching. More importantly, soft skill is one of the components to improve quality teaching in educational system. For teachers to perform and for effective and efficient result of educational objectives to be achieved, there is need for acquisition of soft skills. Soft skills are skills which characterize relationship with other

people, or which are about how an individual approaches life and work. Ginting (2016) defined soft skills as intra- and inter-personal (socio-emotional) skills, essential for personal development, social participation and workplace success. Tang (2018) affirmed that part of qualities and character traits of an effective teacher is to be diligent in discharging role assigned to him or her and possess ability to take the initiative when necessary which is related to soft skills.

Domain-specific up-skilling refers to the targeted enhancement of skills, knowledge, and competencies that are directly relevant to a particular field, profession, or discipline. Unlike general up-skilling, which focuses on broad and transferable skills such as communication, teamwork, or basic computer literacy, domain-specific up-skilling involves in-depth training and development tailored to the unique demands and requirements of a specific area of expertise. This approach ensures that professionals are equipped with the latest tools, methods, and knowledge that enable them to perform effectively and remain competitive in their respective fields (Bessen et al., 2020; OECD, 2021). For instance, in the education sector, teachers and lecturers must constantly update their subject knowledge and teaching methodologies to incorporate new curricula, emerging pedagogical techniques, and digital tools that enhance learning experiences (Darling-Hammond et al., 2019).

Digital up-skilling can be defined upgrading teachers skill in terms of operational skills, formal skills, information skills, and strategic skills. The operational skills meaning the ability to use the technology, formal skills are the ability to pass through digital media, information skills are the ability to search online, strategic skills ability of translating the digital information to a development that can be personal or professional (Gates & Wilson-Menzfeld, 2022).

## Method of the Study

### Objectives of the Study

The main objective of the study was to examine the relationship between teachers' up-skilling and instructors' effectiveness in technical colleges in Ogun State. The specific objectives were to:

1. examine the relationship between technical up-skilling and instructors' effectiveness in technical colleges in Ogun State
2. find the relationship between soft skill up-skilling and instructors' effectiveness in technical colleges in Ogun State
3. establish the relationship between domain specific up-skilling and instructors' effectiveness in technical colleges in Ogun State
4. ascertain the relationship between digital up-skilling and instructors' effectiveness in technical colleges in Ogun State

Descriptive survey research design was adopted for the study, while the population comprised all 162 instructors in all the government technical colleges in Ogun State. The sample was made through simple random sampling technique. The sample size of this study was 120 instructors. One research instrument was used for data collection. The instrument was a structured questionnaire titled "Teachers' Up-Skilling and Instructors' Effectiveness Questionnaire (TUIEQ)". The reliability coefficients obtained were .82. Data collected were analyzed using Pearson Product Moment Correlation (PPMC) and at .05 level of significance.

### Results and Discussion

**Ho<sub>1</sub>:** There is no significant relationship between technical up-skilling and instructors' effectiveness in technical colleges in Ogun State.

**Table 1: Relationship between Technical Up-Skilling and Instructors' Effectiveness in Technical Colleges in Ogun State**

Variables	N	Mean	SD	df	r	P-value
Technical Up-Skilling	120	14.2234	1.3786	118	.401	.010
Instructors' Effectiveness	120	10.3167	1.0071			

Table 1 showed a significant relationship between technical up-skilling and instructors' effectiveness in technical colleges with correlation coefficient ( $r$ ) = .401 which is greater than the P value .010. The result showed a significant relationship between technical up-skilling and instructors' effectiveness in technical

colleges. This implies that the null hypothesis one was rejected. Therefore, there was significant relationship technical up-skilling and instructors' effectiveness in technical colleges in Ogun State.

**Ho<sub>2</sub>:** There is no significant relationship between soft skill up-skilling and instructors' effectiveness in technical colleges in Ogun State.

**Table 2: Relationship between Soft Skill Up-Skilling and Instructors' Effectiveness in Technical Colleges in Ogun State**

Variables	N	Mean	SD	df	r	P-value
Soft Skill Up-Skilling	120	12.1056	1.1842	118	.210	.010
Instructors' Effectiveness	120	10.3167	1.0071			

Table 2 showed a significant relationship between soft skill up-skilling and instructors' effectiveness in technical colleges with correlation coefficient (r) = .210 which is greater than the P value .022. The result showed a significant relationship between soft skill up-skilling and instructors' effectiveness in technical

colleges. This implies that the null hypothesis two was rejected. Therefore, there was significant relationship soft skill up-skilling and instructors' effectiveness in technical colleges in Ogun State.

**Ho3:** There is no significant relationship between domain specific up-skilling and instructors' effectiveness in technical colleges in Ogun State.

**Table 3: Relationship between Domain Specific Up-Skilling and Instructors' Effectiveness in Technical Colleges in Ogun State**

Variables	N	Mean	SD	df	r	P-value
Domain Specific Up-Skilling	120	11.4601	1.2477	118	.511	.010
Instructors' Effectiveness	120	10.3167	1.0071			

Table 3 showed a significant relationship between domain specific up-skilling and instructors' effectiveness in technical colleges with correlation coefficient (r) = .511 which is greater than the P value .030. The result showed a significant relationship between domain specific up-skilling and instructors' effectiveness in technical colleges. This implies that the null

hypothesis three was rejected. Therefore, there was significant relationship domain specific up-skilling and instructors' effectiveness in technical colleges in Ogun State.

**Ho4:** There is no significant relationship between digital up-skilling and instructors' effectiveness in technical colleges in Ogun State.

**Table 4: Relationship between digital Up-Skilling and Instructors' Effectiveness in Technical Colleges in Ogun State**

Variables	N	Mean	SD	df	r	P-value
Digital Up-Skilling	120	11.9174	1.7742	118	.401	.010
Instructors' Effectiveness	120	10.3167	1.0071			

Table 4 showed a significant relationship between digital up-skilling and instructors' effectiveness in technical colleges with correlation coefficient (r) = .865 which is greater than the P value .012. The result showed a significant relationship between digital up-skilling and instructors' effectiveness in technical

colleges. This implies that the null hypothesis four was rejected. Therefore, there was significant relationship digital up-skilling and instructors' effectiveness in technical colleges in Ogun State.

### Discussion of Findings

The first hypothesis revealed that there

was a significant relationship between technical up-skilling and instructors' effectiveness in technical colleges in Ogun State. This result revealed the importance of continuous technical up-skilling in equipping instructors with up-to-date skills and knowledge necessary for effective teaching. The finding of the study corroborates with Suleiman et al. (2021), who emphasized that institutions that prioritize technical up-skilling report improved instructional quality, better curriculum delivery, and higher student satisfaction. These outcomes are particularly critical in technical colleges, where the pace of technological advancements demands instructors who can adapt quickly and effectively.

The second hypothesis revealed that there was a significant relationship between soft skill up-skilling and instructors' effectiveness in technical colleges in Ogun State. The finding agreed with the findings of Aluko and Adebayo (2022) who emphasized that the integration of soft skills training into professional development programmes for technical instructors leads to improved conflict resolution, collaboration, and mentorship within technical colleges. This is particularly significant in a technical education setting where practical and collaborative activities require instructors to guide students not only in technical competencies but also in interpersonal interactions.

The third hypothesis showed a significant relationship between domain specific up-skilling and instructors' effectiveness in technical colleges in Ogun State. Domain specific up-skilling which refers to the acquisition of advanced knowledge and skills within an instructor's specialized field, ensures that educators remain competent and relevant in their respective technical disciplines. The finding of the study is in consistent with Eze and Olowolafe (2023), who found that domain-specific up-skilling enhances instructors' confidence and capacity to deliver content effectively. In technical colleges, where

instructional quality is directly linked to industry relevance, the importance of domain up-skilling cannot be overemphasized. Educators who are well-versed in their fields are better equipped to introduce innovative teaching methods and apply real-world examples that resonate with students.

The fourth hypothesis showed a significant relationship between digital up-skilling and instructors' effectiveness in technical colleges in Ogun State. In a rapidly digitizing world, technical instructors must possess not only technical knowledge but also the digital skills required to effectively integrate technology into teaching and learning processes. The finding is in consistent with United Nations Educational, Scientific and Cultural Organization (UNESCO) (2021) who concluded that digital literacy is an essential competency for educators in the 21st century. Technical instructors who are proficient in digital tools can more effectively prepare students for the challenges and opportunities of a technology-driven workforce.

## **Conclusion and Recommendation**

In conclusion, the findings of the study revealed the relationship between teachers' up-skilling instructors' effectiveness in technical colleges. Technical up-skilling enhances instructors' ability to deliver practical and industry-relevant content, while soft skill up-skilling fosters improved communication, collaboration, and classroom management. Domain-specific up-skilling ensures instructors remain knowledgeable and competent in their specialized fields, enabling them to provide high-quality education aligned with industry standards. Furthermore, digital up-skilling equips instructors with the necessary tools to integrate technology into teaching, creating dynamic and engaging learning environments.

Based on the findings, the study recommended that:

1. Technical colleges should institutionalize regular and comprehensive professional development programmes focusing on technical up-skilling.
2. Educational policymakers and administrators should design and implement targeted soft skills training programmes for instructors.
3. Technical colleges should establish partnerships with industry stakeholders and professional bodies to offer domain-specific up-skilling opportunities. These initiatives should include certifications, specialized training, and access to cutting-edge resources to ensure instructors maintain competence and relevance in their specialized areas.
4. Digital literacy and technology integration should be prioritized in the training agenda for technical instructors. Colleges should provide access to modern teaching tools, online platforms, and digital resources, along with tailored training programs to enhance instructors' ability to leverage technology for effective teaching and learning outcomes.

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