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## IMPACT OF SOME SELECTED INDEPENDENT VARIABLES ON PERFORMANCE OF STUDENTS OF WELDING AND FABRICATION TRADE IN EXTERNAL EXAMINATION IN TECHNICAL COLLEGES IN GOMBE STATE

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### ABSTRACT

The study determined the impact of teachers' attitude and qualification on performance of students of welding and fabrication trade in external examination in technical colleges in Gombe State. Two purposes and corresponding research questions and hypotheses were formulated to guide the study. Correlational survey and Ex-post facto research designs were adopted. The population of this study was 279 respondents comprising of 35 teachers and 244 students of welding and fabrication trade. There was no sampling because the entire population was used for the study. The instrument was a structured questionnaire developed by the researchers titled: "Questionnaire on Impact of Some Relevant Variables on Performance of Students of welding and fabrication trade (QIRVPSWFT)". The instrument was validated and, using Cronbach Alpha formula, 0.84 reliability index was obtained. The researchers, with the help of research assistants, administered the questionnaire directly. The data collected was tabulated and analyzed using mean and standard deviation for answering the research questions, while Pearson Product Moment Correlation was used to test the hypotheses at 0.05 level of significance. The study revealed, among others that, relevant qualification and right teaching attitude have high impact on the performance of Motor Vehicle Mechanic Works students of technical colleges in external examination. It was recommended, among others, that, Ministry of education should ensure that teachers go for workshops and seminars, as this will help them acquire current and better teaching skills and professional attitude. Also, that ministry of education should encourage teachers to undertake full-time in-service studies to enable them acquire higher qualifications for higher teaching efficiency.

**KEYWORDS:** Attitude; Teachers' Qualification; Fabrication and Welding and Performance

### INTRODUCTION

Technical education is considered one of the most effective means of bringing about technological changes that would ensure accelerated technological development of any nation. To achieve this, technical education content must be transmitted through the help of appropriate and adequate

facilities. In every teaching and learning situation the teacher is a social facility, while a collection of materials including animate and inanimate objects are physical facilities that a teacher and students may use to enhance teaching and learning (Ajayi, 2007). Researchers such as Ajayi (2009); Ango (2008); Hassan and Hassan (2010); Uzoagulu (2011) and Udofia and Udo (2011) all agree that, availability of teachers with appropriate academic qualification and the right professional attitude are necessary for qualitative teaching and learning result in production of graduates in, for example, welding and fabrication trade, that could perform very well in external examinations. In this paper, only attitude and qualification of teachers and their impact on academic performance of welding and fabrication (WF) trade students was considered.

Pervey (2010); Achieng (2012); Elias, Smith and Bamey (2012) and Ngozo (2014) all agree that attitude is a state of mind that directs how one thinks and feels about an act, or towards objects and or ideas that may be abstract or concrete. They further described attitude as positive or negative feelings or opinion or disposition that one has about objects, persons or concepts and that in like manner, positive or favorable attitude towards technical education positively impact on the learning and academic performance of students. Ayeni (2015) Concorde with the opinion of these researchers however, as a way of positively modifying the attitude of teachers, he opined that chief executives, principals or school authorities owes it as a duty to modify the attitudes of their staff by motivating them appropriately to put in their best towards achieving educational goals. He therefore, recommended in-service programs, workshops or conferences and special awards for best performing teachers in various school duties. Researchers such as Mattee (1983); Bohner and Dickel (2011); Mseno (2012); Elias, Smith and Barney (2012); Winard (2015) and Robert and Kinicki (2014) each defined attitude based on his/her background. However, there is a common ground on which they met. They agree that attitude, has three components namely, affective, cognitive and behavioral components. And all agree that, attitude is an evaluative judgment that could be abstract or concrete, either favorable or unfavorable, by an individual, towards an object, place or a person. For example, a teacher or a student could evaluate what they see hear or feel from both the social physical environment around them. And evaluation of their experiences can influence teachers' attitude towards their work and the students' attitude towards their studies.

Seweje and Jegede (2005) and Ngada and Fajonyomi (2007) are on the same page on the impact of teachers' qualification on academic performance of students. They believe teachers that have the teaching certificate and have the experience do teach impact fully, to the extent that their students do perform better in external examination. They further emphasized that, the success or failure of any educational program rests majorly on the availability and adequate number of qualified (professional trained), competent and dedicated teachers. They further asserted that, the ability of a teacher to teach is not derived only from the teachers' academic background but that, outstanding pedagogical skill acquired and correct attitude for teaching are other strong factors. Merriam - Webster Dictionary defines 'qualification' as a special skill or type of experience or knowledge that makes someone suitable to do a particular job or activity. Therefore, teachers' qualification means all the skills,

experiences, or knowledge a teacher should possess to make him or her suitable to teach effectively. The skills a teacher must possess has been delineated by Eryilmaz and Laslan (1999); Boe and Shin (2007); Helk (2007); Zuzosvsky (2009); and Hakiylum (2011); Hollins (2011); The skills include formal education, experience, subject matter knowledge, temperament, in-field preparation, motivation, pedagogy studies, duration of training, certificate/licensing and professional development. For better understanding these researchers categorized these skills into two namely, personal quality skills (such as experience, motivation and temperament) and certification (such as pedagogical knowledge, subject matter knowledge and license obtained). These researchers believe that, each of the sub-set of these two categories is what every need to teach effectively towards influencing high academic performance of students. This means teachers who are deficient in qualification cannot be of academic help to students.

This study is hinged on Fishbein's (1975) theory of attitude. Fisherbein's theory of impact of information on attitude focuses on how one accumulates and organizes information from both social and physical environment around him/her. The theory states that, people are usually motivated to hold correct or wrong (incorrect) attitude towards a person(s) or things (objects) and any incorrect formed can cause harmful behavioral, affective or cognitive consequences. Relating it to students, the theory assumes that, the information that students do get from different sources such as parents, guardians and teachers have power to influence students towards their academic performance and subsequent future career. This clearly means that technical education students do repose confidence in their parents, guardian and teachers and, if parents, guardians or teachers are engaged in giving correct technical information with the right attitude, the students may likely capture the spirit and thus spur them to better academic performance. This also means that, a teacher's level of education and his/her attitude towards known information, determines the impact (low or high performance) of their students. Fishbein' theory of information enjoy the support of Littlejohn (1989); Wigfield and Eccles (2000) and Beuner and Eugster (2006). Based on forgoing, the current researchers consider that, Fishbein's theory of attitude and the current study are related because both focused-on learning and what enhances it, e.g. teachers' attitude and their qualification. This gave birth to the focus of this study titled, "impact of teacher's attitude and qualification, on performance of students of MVMW in external examination in technical colleges in Gombe State.

However, most of the related studies reviewed focused on secondary schools and the methodologies adopted were more of descriptive survey designs. But this study focused on technical colleges and used correlation survey research design for answering the research questions and for testing the hypotheses, a focus and approach that are different from those of pervious researchers. This is the unknown area (the gap) that was not researched by previous researchers. Therefore, the study was delimited to finding out the impact of teachers' attitude and qualification on performance of students of WF in external examination, particularly NABTEB, in Gombe State. Geographically, the study was limited to six Government science technical colleges (GSTC) in Gomgbe state, namely

Government Science and Technical College (GSTC) Gombe, GSTC Kumo, GSTC Amada, GSTC Kwami, GSTC Tula, GSTC Deba and GSTC Barunde.

It is hoped that the findings of this study would be beneficial to teachers, graduates of WF, teachers of WF, Government, School Administrators and future researchers. The study will provide teachers with information on the impact of their attitude towards their work and their qualification on the academic performance of their students in external examination such as NABTEB, and thus enable them make necessary adjustment in their attitude and stimulate desire to further their education through seminars, workshops and fulltime study. Once teachers change their attitude and improve their qualification, WF graduates will be better equipped with requisite technical knowledge, by their teachers and thus enable the graduates perform very well in external examinations. Further, the outcome of this study will provide information to Government on the need for refresher courses, workshops and fulltime study fellowship geared towards improving teachers' teaching performance. Also, the study will act as a stepping stone for further researches by future researchers.

### **Statement of the Problem**

Technical college students, upon graduation, are supposed to be able to do three things. These three things, according to the National Policy on Education (FRN, 2013), are, one, enable them secure employment in the industries; two, pursue further education in advance craft in higher technical institutions and three, set up their own business and become self-employed. Unfortunately, despite all efforts, by Gombe state government, to ensure qualitative education at the technical colleges and thus produce high quality products, there have been persistent reports of high failure rate among students of technical colleges (FRN, 2013). Also, the National Business and Technical Examination Board (NABTEB, 2013 to 2015) gave a consistent parallel report that, the failure rate of technical students, in its examination, is alarming and that probable causes of the high failure rate of students are, low qualification and inexperience of the teachers. In the same vein, Oranu (2003) observed that, unqualified and negative attitude of teachers towards the subject of W Fare the chief causes of poor performance of students in external examinations. In summary, the outcry by public and information from literature that spoke against the persistent failure of students in NABTEB, the report from NABTEB chief examiners coupled with the researchers' personal observations, prompted the researchers to embark on this study, "titled impact of some selected variables (attitude and qualification of teachers) on performance of students of welding and fabrication trade in external examination in technical colleges in Gombe state".

### **Purpose of the Study**

The main purpose of this study was to determine the impact of some selected independent variables on performance of students of welding and fabrication trade in external examination in technical colleges in Gombe state. Specifically, the study sought to;

1. Determine the perceived impact of teachers' qualification in relation to performance of welding and fabrication trade students of technical colleges in NABTEB external examination.
2. Determine the perceived impact of teachers' attitude in relation to performance of welding and fabrication trade students of technical colleges in NABTEB external examination.

### Research Questions

The following research questions guided the study:

1. What is the perceived impact of teachers' qualification in relation to performance of welding and fabrication trade students of technical colleges in NABTEB external examination?
2. What is the perceived impact of teachers' attitude in relation to performance of welding and fabrication trade students of technical colleges in NABTEB external examination?

### Hypotheses

On the basis of the research questions, the following hypothesis were formulated and tested at 0.05 level of significance.

**H<sub>01</sub>:** There is no significant relationship between the impact of teachers' qualification and performance of welding and fabrication trade students of technical colleges in NABTEB external examination.

**H<sub>02s</sub>:** There is no significant relationship between the impact of teachers' attitude and performance of welding and fabrication trade students of technical colleges in NABTEB external examination.

### METHODOLOGY

The study adopted correlational survey ex-post facto research designs. A correlational research design, according to Abubakar (2014), is a frequently used type of research design that is concerned with determining the extent of relationship existing between variables. This design was used to ascertain the extent to which variation in one variable is associated with variation in another variable and thus, provide information concerning the degree of relationship between the variables under study. This design is considered appropriate as the data collected on some relevant variables such as teacher's attitude, qualification were used to determine their effect on performance of students of FW in external examinations, such as NABTEB, in technical colleges in Gombe State.

On the other hand, the study also adopted Ex-post facto research design, a design which tends to discover the possible cause or effect of a phenomenon by comparing a group of subjects in whom the phenomenon is not present (Bello and Ajayi, 2006 and Saylor, 2011). The choice of this design was informed by the fact that the independent variables (teachers' attitude and qualification) were used as correlates of the dependent variable (students' performance in external examination were used) in



Welding and Fabrication Trade of Government Science and Technical Colleges in Gombe State. The study was conducted in Gombe state Nigeria. Gombe state is located in north eastern part of Nigeria. It shares boundaries with Adamawa state in the southeast, Taraba state in the south, Bauchi in the west, Borno state in the east, and Yobe state in the north. Gombe state lies, geographically, between latitude 10.150 North and longitude 11.100 East (Wikipedia, 2012).

The target population of this study was 279 respondents comprising of 35 teachers and 244 students of Welding and Fabrication trade from the seven technical colleges in Gombe state. There was no sampling in this study because the population is manageable. This decision is supported Uzoagulu (2011) who stated that, an entire population of a study may be used as sample of the study if the population is manageable size. Two sets of instruments, profoma and questionnaire, were used for collecting primary and secondary data respectively. For collecting the secondary data, a researchers developed structured questionnaire was used. The questionnaire is titled “Questionnaire on the Impact of Some Relevant Variables on Performance of Students of FW. The questionnaire was developed in line with the research objectives with five points rating scale. The instrument for data collection was validated by three experts in mechanical production, automobile and construction from the Department of Technology Education Modibbo Adama University Yola. The experts were requested to examine the language clarity; adequacy and relevance of the questionnaire items to gather the required data. For the instrument to be reliable, it was trial tested on four Welding and Fabrication teachers and 24 students in Government Technical College Bauchi. Bauchi state was not part of the study area. The Cronbach Alpha reliability index of 0.84 was obtained. The secondary data for the study was collected using questionnaire; the researchers presented the introductory letter to the head of sections of F Wand principals of the colleges visited. The researchers and research assistants directly administered the questionnaire to the respondents. After one week, researchers and research assistants, directly, retrieved the filled questionnaire for analysis. A Profoma, designed by the researchers, was used to collect, from the schools, three years NABTEB results for 2018; 2019 and 2020.

The data collected were analyzed using statistical package for social science (SPSS). Means and standard deviations were used to answer the research questions. To determine the cut-off point for taking decision on the research questions, the mean of the numerical values of the five response options was calculated and it stood at 3.00. Therefore, the decision rule for answering the research question was that, any item with mean score of 3.00 was a very good Condition or high impact factor on academic performance of FW students in external examinations. In the same vein, any item with mean response below 3.00 was considered as having low impact on academic performance of students. Pearson Product Moment of Correlation (PPMC) was used to test the two hypotheses at 0.05 level of significance. The decision rule was that, if the r-calculated was greater than the p-tabulated value, the null-hypothesis was rejected but if it is otherwise the hypothesis is accepted.

**RESULTS AND DISCUSSIONS**

**Research Question one**

What is the perceived impact of teachers’ qualification in relation to performance of Welding and Fabrication Trade Students of technical colleges in NABTEB external examination?

**Table 3: Mean and Standard Deviation of Teachers on the Perceived Impact of Teachers’ Qualification in Relation to Performance of Welding and Fabrication Trade Students**

S/N	Instructional Resources	$\bar{x}$	$\sigma$	Remark
1.	NCE holders have good motivation and interaction with Welding and Fabrication Trade students	4.37	0.81	HI
2.	NCE holders have good knowledge in the subject matter for better performance of Welding and Fabrication Trade student in external examination	4.11	0.90	HI
3.	ND holders have positive impact on Welding and Fabrication Trade student performance in external examination	3.43	0.61	MI
4.	BSC Ed holders have good participation in professional development activities in Welding and Fabrication Trade for better performance of student in external examination	4.54	0.66	HI
5.	MSC Ed holders have duration of the preparation period for Welding and Fabrication Trade students on their performance in external examination	4.51	1.09	HI
6.	PhD holders have good teacher education in pedagogical studies for Welding and Fabrication Trade students	4.06	1.43	HI
7.	BSC holders with certification enhances performance of students of Welding and Fabrication Trade in external examination will improve	3.89	1.79	HI
8.	HND holder have good years of experience in Welding and Fabrication Trade students perform better in external examination	1.66	0.51	LI
9.	Formal education for all the qualification in teaching is important for Welding and Fabrication Trade students	4.00	0.00	HI
10.	NCE holder are more qualified and experienced in Welding and Fabrication Trade subjects	1.54	0.51	LI
	Group Mean	3.59		HI

$\bar{x}$  = Mean response of Teachers,  $\sigma$  = standard deviation of Teachers, N=Totalnumber of Respondents, LI = Low Impact, MI = Moderate Impact, HI, High Impact

Table 3 answered research question three. The respondents revealed the level which teachers’ qualification relates to performance of students of Welding and Fabrication Trade in technical colleges in external examination. The result presented indicated that item 30, 31, 33 – 36 and 38 as having a high impact with mean responses which value between 3.89 and 4.54 with corresponding standard deviation of 0.00 and 1.79 respectively and there is variation. The respondents further indicated that item 37 and 39 have low impact with mean value of 1.66 and 1.54 having standard deviation of 0.51 each respectively and there is no variation. With the mean of 3.43 and standard deviation of 0.61, the respondents showed that item 32 has moderate impact on the performance of students in external

examination. The group mean of 3.59 denotes that teachers’ qualification has high impact on performance of Welding and Fabrication Trade students of technical colleges in NABTEB external examination.

**Research Question Two**

What is the perceived impact of teachers’ attitude in relation to performance of Welding and Fabrication Trade students of technical colleges in external examination?

**Table 4: Mean and Standard Deviation of Teachers on the Perceived Impact of Teachers’ Attitude in Relation to Performance of Welding and Fabrication Trade Students**

S/N	Instructional Resources	$\bar{x}$	$\sigma$	Remark
11.	WF teachers do use threats and punishments to control the behavior of students	1.63	0.49	LI
12.	WF teachers do Nurturing the creativity of students in the class	4.26	1.42	HI
13.	The WF teachers are flexible in use of teaching method when a lesson isn’t working or not well understood by the students	4.09	0.56	HI
14.	Training students of WF to behave properly is more important than developing their creativity	2.29	1.10	LI
15.	WF teachers’ absolute authority in class for proper class management	3.83	1.38	HI
16.	Entrusting students with too much freedom	1.29	0.99	VLI
17.	The WF teacher creating a welcoming environment for all the student	4.43	0.78	HI
18.	The WF teacher finds it pleasant to nurture students’ creativity/individual talents in teaching/learning in the classroom	3.94	0.34	HI
19.	The WF teacher constantly renew himself as professional on the quest to provide students with the highest quality of knowledge	3.60	0.77	HI
20.	The WF teacher create a sense of community belonging in the classroom	4.09	0.61	HI
21.	The WF teacher conveys a sense of leadership to students by providing opportunities for each of them to assume leadership roles	4.23	1.33	HI
22.	The WF teacher has love for teaching and learning inspires students with passion in the classroom	4.17	0.98	HI
23.	The WF teacher create additional opportunities to help students individually outside class time	4.26	0.92	HI
24.	The WF teacher provide students with the opportunity to exploit their full potential	4.46	0.74	HI
25.	WF teacher organize teaching materials and make it available to students during lessons	4.83	0.51	HI
26.	WF teacher should use the language that is clearly understood by the students	4.66	0.64	HI
27.	WF teacher analyze the results of assignment, test and examination and discuss the with the student	4.23	0.88	HI
28.	WF teacher expose student to demonstration and practical work in the class	4.43	0.95	HI



Group Mean

3.82

HI

$\bar{x}$  = Mean response of Teachers,  $\sigma$  = standard deviation of Teachers,  $N$  = Total number of Respondents,  $LI$  = Low Impact,  $MI$  = Moderate Impact,  $HI$ , High Impact

Table 4 answered research question four. The respondents pointed the level to which teachers' attitude impacts the performance of Welding and Fabrication Trade students of technical colleges in external examination. The result presented showed that items 41, 42, 44, and 46 -57 has high impact with mean responses which value between 3.60 and 4.83 with corresponding standard deviation of 0.51 and 1.42 respectively and there is variation. The respondents further pointed out that item 40 and 43 have low impact with mean value of 1.63 and 2.29 having standard deviation of 0.49 and 1.10 respectively and there is no variation. With the mean of 1.29 and standard deviation of 0.99, the respondents are unanimous that item 45 has very low impact on the performance of students in external examination. The group mean of 3.82 denotes that teachers' attitudes have high impact on performance of Welding and Fabrication Trade Students of technical colleges in external examination.

### Hypothesis One

There is no significant relationship between the impact of teachers' qualification and performance of Welding and Fabrication Trade students of technical colleges in external examination.

**Table 7: Pearson Product Moment Correlation between Impact of Teachers' Qualification and Performance of Welding and Fabrication Trade Students**

Variable	N	$\bar{x}$	$\sigma$	R	P	Remark
Academic Performance	244	46.68	8.13	0.876	0.017	Significant
Teachers' Qualification	35	3.59	0.39			

$N$  = Number of respondents,  $\bar{x}$  = mean of respondents,  $\sigma$  = standard deviation,  $r$  = Pearson correlation coefficient,  $p$  = probability level

Table 7 shows the significant relationship between the teachers' qualification and performance of Welding and Fabrication Trade students of technical college in external examination. The result from the analysis revealed that students' academic performance and teachers' qualification have statistically significant relationship with p-value which is equal to 0.017. The two variables have positive and strong relationship. The mean score of the 244 students stood at 46.68 with standard deviation of 8.131 and teachers' qualification had a mean response of 3.59 with a 0.39 standard deviation. The Pearson's correlation ( $r$ ) was 0.876 which indicated a high positively strong relationship. Therefore, the null hypothesis was rejected. This means that there is a significant relationship between the teachers' qualification and performance of Welding and Fabrication Trade students in external examinations.

### Hypothesis Two

There is no significant relationship between the impact of teachers' attitude and performance of Welding and Fabrication Trade students of technical college in external examination.

**Table 8: Pearson Product Moment Correlation Between Impact of Teachers' Attitude and Performance of Motor Vehicle Mechanics Work Trade Students**

Variable	N	$\bar{x}$	$\sigma$	R	P	Remark
Academic Performance	244	46.68	8.13	0.740	0.004	Significant
Teachers' Attitude	35	3.82	0.86			

*N = Number of respondents,  $\bar{x}$  = mean of respondents,  $\sigma$  = standard deviation,  $r$  = Pearson correlation coefficient,  $p$  = probability level*

Table 8 shows the significant relationship between the teachers' attitude and performance of Welding and Fabrication Trade students of technical college in external examination. The result from the analysis revealed that students' academic performance and teachers' attitude have statistically significant relationship with p-value which is equal to 0.004. The two variables have positive and strong relationship. The mean score of the 244 students stood at 46.68 with standard deviation of 8.131 and teachers' attitude had a mean response of 3.82 with a 0.86 standard deviation. The Pearson' correlation ( $r$ ) was 0.740 which indicated a high positively strong relationship. Therefore, the null hypothesis was rejected. This means that there is a significant relationship between the teachers' attitude and performance of Welding and Fabrication Trade students in external examinations.

### FINDINGS OF THE STUDY

Based on the results presented, the following findings emerged:

1. Teachers' qualification has high impact on the performance of Welding and Fabrication Trade students of technical colleges in external examination
2. Teacher's attitude such as flexibility, Nurturing the creativity of students, proper class management, creating a welcoming environment for all the students, constant professional self-development and the teachers' sense of leadership have high impact on performance of Welding and Fabrication Trade students of technical colleges in external examination
3. There is significant relationship between the impact of teachers' qualification and performance of Welding and Fabrication Trade students of technical colleges in external examination.
4. There is significant relationship between the impact of teachers' attitude and performance of Welding and Fabrication Trade students of technical colleges in external examination.

### DISCUSSION OF FINDINGS

The findings in respect to research question one revealed that teachers' qualification has high impact on the performance of Welding and Fabrication Trade students of technical colleges in external

examination. The finding is in concord with Thomas and Olugbenga (2012) who carried out a study on the effect of teacher's qualification on the performance of senior secondary school students in Physics. Thomas and Olugbenga reported that there is a strong agreement between teacher's qualification and students' performance. The finding is in agreement with the findings of Stronge, Ward and Grant (2011) who reported that two categories of qualifications influence learning and lead to the learning outcome. This learning outcome could either be positive or negative depending on the teacher. The most important teachers' qualifications are those that relates to "teacher personal" quality. The importance of teacher quality in student learning was underscored. Teachers' qualification is crucial as it relate to the positive learning outcome. The implication of this is that, what the student learns from the teacher ultimately determine the academic performance of the student. Buttressing this finding, Foustina (2014) who carried out a study investigating the impact of teachers' qualification and instructional materials on academic performance of students in social study in Zaria and Sabon Gari Local Government Areas of Kaduna State reported that teachers' qualification play a major role in the formation of the students' academic progress. The findings reported by Jeffery (2019) also supported the finding of this study when the researcher reported that teachers' qualification affect the performance of the students as a well informed and qualified teacher will ensure adequate dissemination of information and knowledge needed in a course of study or trade.

The findings in relation to research question two revealed that teacher's attitude such as flexibility, Nurturing the creativity of students, proper class management, creating a welcoming environment for all the student, constant professional self-development and the teacher's sense of leadership have high impact on performance of Welding and Fabrication Trade students of technical colleges in external examination. The finding collaborate the report of Barwal (2011) who investigated secondary school teacher's attitude towards their profession. The author reported that teacher's attitude encourages student to love a particular subject. The same attitude may also scare students away from a subject. To further support the findings, Rice (2003) who investigated teacher quality: effectiveness of their attributes such as their attitude. The findings from Rice's study revealed that poor classroom management, uneasy environment for the students and lack of teacher friendliness affect students understanding. Also, the findings of the study supports the work of Kane, Rockoff and Staiger (2006) who after their study reported that when teachers are flexible, accommodating and gives listening ears to students' needs and problems, the students in turn make such a teacher their model and relate freely with their academic problems and progresses. Furthermore, Ebong and Agabi (2018) who investigated the perceived impact of teachers' attitude towards the implementation of technical and vocational education in Rivers State, Nigeria reported that teachers' attitude is an important aspect of the teaching and learning activity which can help improve students' academic performance.

The findings regarding hypothesis one revealed that there is significant relationship between the impact of teachers' qualification and performance of Welding and Fabrication Trade students of technical college in external examination. The finding is in line with that of Thomas and Olugbenga (2012) stated that there is a significant effect between teacher's qualification and performance of Senior

Secondary School students in Physics. The finding was also supported by the report of Aliyu, Yashe and Adeyeye (2013) who in the submission reported that teachers qualifications affects students' performance in further mathematics among secondary school students in Kaduna state. The finding is also in agreement with those of Aliyu and Ado (2015); Musa, (2020); Munawaroh, (2017) who in their different submission reported that teachers' qualification is an indication of teachers ability to manipulated learning facilities and expertise in imparting skill and knowledge to students.

The findings for hypothesis two revealed that there is significant relationship between the impact of teachers' attitude and performance of Welding and Fabrication Trade graduates of technical college in external examination. The finding is in agreement with Bohner and Dickel (2011) reported that there was significant relationship between teacher's attitude and personality and student's self-concept and student motivation. The finding is also supported by Rice (2015) who determined the factors affecting the attitude of teachers toward teaching. Rice reported that teachers' attitude are a major attribute of student's performance. And as such plays a significant role in their skill acquisition. In the same vein, Aliyu and Ado (2015) asserted that the attitude of teachers makes students love and become interesting in a particular subject thereby enhancing the students' academic performance. Also, Jeffery (2019) reported that there was a significant relationship between teachers' attitude and students' academic performance.

### **CONCLUSION**

Based on the findings of this study, it was concluded that there was significant relationship between the impact of teachers' qualification and teachers' attitude on the performance of Welding and Fabrication Trade students of technical college in external examination.

### **IMPLICATION OF THE STUDY**

Implication of this study' finding is that, if teachers are adequately qualified and have the professional teaching attitude, students will always perform excellently in both internal and external examinations.

### **RECOMMENDATIONS**

Based on the findings of this study, the following recommendations are made:

1. Ministry of education should ensure that teachers go for workshops and seminars, as this will help them acquire current and better teaching skills. Also, ministry of education should encourage teachers to undertake full-time in-service studies to enable them acquire higher qualification.
2. Guidance and counseling department of each school should be activated and teachers should be given counseling on how to relate with their students. Also, technical college's administrators should organize regular awards for best behaving teachers in their schools. This Measure will help teachers develop friendly attitude towards their work and students.

### **Suggestions for Further Studies**

Based on the findings and conclusion of this study, the following are suggestions for further studies:

1. Relative effect of facilities and teaching method on performance of students of Motor Vehicle Mechanics Work Trade in external examination in technical colleges.
2. Assessment of teacher's attitude and qualification on academic performance of wood work trade students at technical colleges.

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