

## **Assessment of Teacher -Trainees Predisposition towards the teaching Profession among undergraduates in Tertiary Institutions in Lagos State, Nigeria**

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**Abstract,** This study examined Teacher -Trainees Predisposition towards the teaching Profession among undergraduates in Tertiary Institutions in Lagos State, Nigeria. 390 students were purposively selected for the study but only 360 copies questionnaire which were duly filled and returned were used as the data for this study. The instrument for data collection was a researcher designed questionnaire and structured oral interview with reliability coefficient of 0.86 and 0.76 respectively. The data collected were analysed using frequency counts, mean and standard deviation. The findings from the study showed that most teacher- trainees are in the teacher education programme not because they have interest in the profession but because they have no other alternative. The study also discovered that Teacher-trainees' ill perception of Teaching Profession in Nigeria is caused mainly by poor standard of living and low status accorded to teachers by the public. Hence, it was recommended among other that, the Government should boost practising teachers' morale improving their standard of living as this will encourage the teacher- trainees and change their perception about the profession

**Keywords :** Assessment of Teacher, Trainees Predisposition

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### **I. INTRODUCTION**

Teaching is a social process that aims to guide the desired development in others. It involves helping others learn how to do certain new things. It is a process by which different educational programs are

translated into perceptions and actions in a teaching and learning situation and learners' behavior is affected in some way. These can be physical activities like making baskets, building houses, fixing cars, washing dishes, sweeping floors, etc. It can also be mental activities like calculating the speed

of a car, solving math problems, learning a poem, etc. and so on the learner does the learning, while the teacher helps him learn. Therefore, teaching consists of giving instructions about knowledge, skills and attitudes to a person with the aim of helping that person acquire the knowledge or ideas necessary to be able to complete a new task or task learned in a better way. (Sawyer, 2004; Isa, J2005 ;Osunde& Omoruyi ,2005 )

Abimbola (2001) defines teaching as a process aimed at facilitating student learning through good management of the relationship between student interests, learning content, methods and the materials to be in teaching and learning of the contents. A profession is any type of work/job that requires a long period of training and learning to enable the practitioner to acquire the specialized knowledge and skills necessary to become an expert in the in the selected carrier or job. To qualify as a professional, a person must be a member of a particular profession. Examples of some of these professionals include professional teachers, professional dancers, professional soccer players, professional lawyers, professional nurses, professional doctors, professional journalists, and more. Note that this group of experts often belongs to professional bodies or associations and governing bodies that guide their practice.

(Adamu & Sani ,2014). Salman & Ogunlade (2011) opined that , teaching just as like profession or job requires special knowledge, skills, qualifications and certifications. It also uses powerful and effective skills and mental ability instead of just physical skills.

The professionalization of teaching in Nigeria has been a subject of controversy among educators, teachers, administrators, students and the general public. The constant argument of whether teaching is an occupation, a vocation, a semi-profession or a profession has further worsened the situation so much that teaching is accorded low status in the public. (Osunde &Omoruyi, 2005)

In Nigeria it is not uncommon to see people in the teaching profession to feel inferior to other professionals, very few people are proud to introduce themselves as teachers which is not so in other fields like engineers, lawyers, doctors, scientist etc. Teaching is a type of profession that its practitioners are not proud to claim, the Nigeria government negative attitude of not paying attention to the area of education has worsen the situation, which has leads to the neglect of teaching and the teachers. As a result, not all professional teachers are willing to teach, leaving teaching open to all kinds and manners of people to come in, making teaching less profession. The

inability of TRCN (Teachers Registration Council of Nigeria) to regulate entrance into the profession today is a major shortfall of teacher professional development in Nigeria. For instance, today anybody can be employed as teachers in Nigeria even after 16 years of the establishment of TRCN. In Nigeria, both the government and the private school proprietors employ anyone who has qualifications beyond the ordinary level or school certificate no matter the discipline. The matter is worst in the private schools where proprietors employ even secondary school dropouts and failures. This discourages people willing to enter the profession and so the profession becomes open to frustrated individuals who are not able to enter other professions or people who use teaching as stepping stone to other vocations. (Osunde & Izevbigie, 2006; Tella, 2007).)

The admission of candidate in to teacher education programme in Nigeria also speaks volumes on the willingness of people to choose teaching as a carrier. In most cases, the entry requirement of teacher education programmes is lower than those of other courses or carriers. In some occasions, candidates who could not secure admission in to other courses such as medicine, nursing, biochemistry and the like are sent to science education department while those rejected from art

courses such as; mass communication, law, international relation and the like are sent to art education courses. (Osunde & Izevbigie, 2006). It is quite unfortunate that teacher education programmes which is meant to produce or train people in other sectors or give required educational background to the young people in our society are faced with diverse challenges because of societal attitude, poor remuneration and government policy.

It is important to recognize how interest and motivation affects individual ability to perform a task successfully. No wonder, the output of teachers which is students' performance at various level of Nigerian educational system becomes a continuous subject of debate since most people who are engaged as teachers does it to keep body and soul together. (Osunde & Izevbigie, 2006) Hence it is necessary to further investigate causes and solution to improving quality of teachers in our schools. This study, therefore assess Teacher -Trainees Predisposition towards the teaching Profession among undergraduates in Tertiary Institutions in Lagos State, Nigeria .

## **II. RESEARCH METHODS**

The population for the study comprised of all faculty of education students and Open Distance learning

students who are in teacher education programmes in the government owned universities in Lagos State. The participating universities include; University of Lagos (UNILAG), Lagos state university (LASU) and National Open

University of Nigeria (NOUN). One hundred (130) students were purposively selected from each of the participating university making a total of 390 students but only 360 copies questionnaire which were duly filled and returned were used as the data for this study. Purposive sampling techniques was employed to ensure that the selected teacher-training cut across different levels and courses .Fifteen students out of the respondents who filled the questionnaire were also interviewed.

Research Question 1:

How does teacher- trainees perceive teaching profession in Nigeria?

S/N		SA	A	D	SD	Mean	STD	Decision
1	I like being a teacher	50	30	40	240	1.6944	1.10253	Disagree
2.	Teaching makes me feel happy	18	27	10 5	210	1.5917	.83278	Disagree
3.	Becoming a teacher makes me fulfilled	20	30	70	240	1.5278	.86678	Disagree
4.	Respect and honour accord to teacher gives me joy	30	15	24 0	75	2.0000	.76483	Disagree
5.	Becoming a practicing teacher in Nigeria is the best option	20	6	48	286	1.3333	.76846	Disagree
6	Nigerian government policies favour teaching profession	20	25	10 5	210	1.4917	.81278	Disagree
7	Lack of admission and other issues is not among the	15	30	70	240	1.5278	.86678	Disagree

The instrument for data collection was a researcher designed questionnaire formulated on a four-point Likert scale of the form strongly agreed (SA), agreed (A), disagreed (d), and strongly disagreed (SD) and structured oral interview .The instrument were trial tested using 25 teacher- trainees from University of Ibadan using test-retest method and a Cronbach alpha value of 0.86 and 0.76 were obtained respectively. The data collected were analysed using frequency counts, mean and standard deviation. The criterion mean for acceptance was set at 2.5 since the instrument was on a 4-point Likert scale

### III. RESEARCH RESULTS AND DISCUSSION

factors that pushed me to teacher education programme									
8	I prefer teacher education course to other courses	30	15	24	75	0	2.0000	.76483	Disagree
Average mean							1.6458	0.84747	Disagree

Table 1 revealed the mean response of respondents of teacher- trainees perception of teaching profession in Nigeria. The mean response of the respondents showed that most of them do not like to become practising teacher after graduation (mean =1.6944 < 2.5, std = 1.10253). In addition, mean response of the respondent from Table1 showed that majority of the teacher -trainees are opined that becoming a practicing teacher in Nigeria is not the best option; adequate honour and respect are not accorded to Nigerian teachers ; Nigerian government policies do not.

favour teaching profession; Lack of admission and other issues pushed teacher-trainee to teacher education programme The ground mean of the responses on teacher – trainee views on how the perceive teaching profession in Nigeria was 1.6458< 2.5; std =0.84747.This implies majority of the respondents are in the teacher education programme because they have no other alternative not because they have interest in the profession

Research Question 2 : what are the factors responsible for Teachers’ low esteem in Nigeria?

Variable	Ranking	Mean
Poor standard of living of Nigerian teachers	1	7.78
Government policy	2	6.201
Low salary and other benefits	2	6.201
Little or no respect accord to teachers by community	4	5.34
Teacher low morals	5	4.89
Low rate of respect accord to teacher education students	6	4.67
Poor working environment	7	3.03
No specific standard of entering the profession	8	<b>2.76</b>
Low admission standard into teacher education programme	9	<b>2.14</b>

Table 3 revealed the ranking of factors responsible for teacher-trainees' ill perception of Teaching Profession in Nigeria by the respondents. Poor standard of living of Nigerian teachers was rated first, government policy and Salary and other benefits were both rated second followed by Low rate of respect accord to teacher education students which was rated fourth. Poor working environment was rated fifth while no specific standard of

entering the profession was rated sixth. Poor working environment and no specific standard of entering the profession were rated 7 and 8 respectively while low admission standard into teacher education programme last

**Research Question 3:** Does parental influence have effects on teacher-trainees' attitude towards teaching profession?

**Table 3: Parental Influence on Students Attitude towards Teaching Profession**

S/N		SA	A	D	SD	Mean	STD	Decision
9	Most Nigerian parents view teaching job as less rewarding	186	102	30	42	2.9000	1.27587	Agree
10	Most Nigerian Parents do not want their wards to take teaching as profession	30	225	39	66	2.7917	.78633	Agree
11	Parents do not want their children to become teachers because government policy do not favour teachers' well-being	159	39	42	12 0	2.8750	1.10881	Agree
12	Most parents do not want their children to become teachers due to Nigerian government disposition to teaching job	99	57	36	16 8	2.6111	.99519	Agree
13	Parent detest teaching because Nigerian teachers are poorly remunerated	159	120	42	39	3.1000	1.00472	Agree

14	The way society looks down on teaching profession discourage parents from allowing their children to become teachers	210	90	27	33			Agree
						3.3417	.92771	
Average Mean						2.8199	1.01644	Agree

As shown on Table 2, the mean response of respondents on parental influence on students’ attitude towards teaching Profession in Nigeria showed that most parents are not satisfy with the ways teachers are treated in Nigeria. The mean response of the respondents showed that most Nigerian parents view teaching job as less rewarding (mean =2.9000  $\geq$ 2.5, std = 1.27587).Also, other mean responses of the respondents from Table 2 revealed that most Nigerian Parents do not want their wards to take teaching as profession because government policy do not favour

teachers’ well-being; they detest teaching because Nigerian teachers are poorly remunerated and are not accorded respect and regard by the Nigerian societies. The mean responses ranges from 2.6111 to 3.3417  $\geq$ 2.5 and the grand mean was 2.8199  $\geq$ 2.5 with standard deviation of 1.01644. Hence, parents’ attitude and disposition to teaching affects teacher- trainees’ attitude towards teaching profession in Nigeria.

**Research Question 4 :** Is there any difference in the attitude of teacher- trainees towards teaching based on gender ?

Table 4: Attitude of Pre-Service Teachers Towards Teaching Base on Gender

SN	Variable	SA	A	D	SD	Mean	STD	Decision
1	Male prefers teaching more than females	201	36	15	108	3.1750	.99857	Agree
2	Teaching is more feminine	132	198	12	18	3.2500	.69918	Agree
3	Family responsibility makes women to prefer teaching than men	216	66	36	42	3.2833	1.01945	Agree
4	Males and females differ in terms of life purpose	135	165	45	15	3.0833	.95512	Agree
5	Male do not want to teach because the proceed can not be enough for them to take care their family but female still manage teaching	201	90	27	42	3.2917	.94467	Agree
6	The number of male who takes teaching as stepping stone to other job is higher than female	180	99	27	54	3.2056	.94528	Agree

7	Male prefers teaching as a part time job than females	180	101	27	52	3.1778	.99947	Agree
Average mean						3.2095	0.93739	Agree

Table 3, revealed the mean response of respondents on the attitude of teacher-trainees towards teaching based on gender. The mean responses showed that male teacher-trainees have more ill attitude towards teaching profession than their female counterparts. The mean response ranges from 3.0833 to 3.2919 with the grand mean of  $3.02 \geq 2.5$  and standard deviation of 0.93739 which is greater than the criterion mean of 2.5. This implies female teacher-trainee has better attitude to teaching than their female counterparts.

### Qualitative Data

Fifteen students out of the students who responded to the questionnaire were interviewed to collect qualitative data for this study. The reason was to give the teacher -trainee (participants) the opportunity to elaborate on their perception about teaching and teaching profession in Nigeria. The result of the oral interview showed that 75% of the students in teacher education programme are there not because they like to become teachers but because they could not gain admission to other courses of their choice. 82% of the interviewee indicated that they detest teaching because of the ways teachers are

poorly rated by the Nigerian government and the community.90% of the respondents gave teacher poor standard of leaving, government policy and poor working environment as the reasons for their ill perception about teaching profession in Nigeria

### Discussions of Findings

The findings from the study revealed that most of the sampled teacher- trainees are in the teacher education programme because they have no other alternative, not because they have interest in the profession. These findings is in support of Osunde and Omoruyi, (2005) who argued that teaching profession in Nigeria is accorded low status in the public because of teachers' poor condition of service.

Also, the mean response of respondents on parental influence on students' attitude towards teaching Profession in Nigeria showed that most parents are not satisfied with the ways

teachers are treated in Nigeria, as such many parents do not want their children to become teachers. This findings is in line with those of Durosaro, (2006) ; Osunde & Izevbigie, (2006) who opined that, a lot of effort should be made to raise teachers' standard of living in other to boost the already low morale among teachers in Nigeria

The study further revealed poor standard of living and low status accorded to teachers to teachers by the public as the most prominent factors out of all factors responsible for teacher-trainees' ill

#### IV. CONCLUSION

The study concluded that most teacher- trainees are in the teacher education programme not because they have interest in the profession but because ,they have no other alternative.

Most parents dislike teaching profession because of the ways teachers are treated in Nigeria as such they do not want their children to become teachers.

Teacher-trainees' ill perception of Teaching Profession in Nigeria is caused majourly by poor standard of living and low status accorded to teachers by the public

perception of Teaching Profession in Nigeria . This finding is line with that Osunde, and Omoruyi, (2005) & Park and Oliver (2008 who opined that fringe and benefits attached to an occupation or a profession propel and individual to efficiently

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