

**Appraisal of Student-Teacher's Attitude Toward Teaching
Profession Across Teacher Training Institutions in
Lagos State, Nigeria**

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ABSTRACT

The disposition of teachers within and outside the school will in no little amount positively affect the academic achievement of students. Thus, this paper is a descriptive survey which sought to appraise the attitude of student-teacher's relationship across teacher training institutes in Lagos State, Nigeria. This study was conducted among; two Colleges of Education in Nigeria awarding Nigerian Certificate in Education; two Faculties of Education in Universities awarding Bachelor of Education; and two Post Graduate Schools in Universities offering Post Graduate Diplomas and Masters in Education, all in Lagos State. Simple Random Sampling was used in selecting six teacher training institutions across the three categories identified. Two research hypotheses guided the study. Student-Teacher Attitude Questionnaire (STAQ) was developed by the researchers and used for data collection. The instrument developed by the researcher has a reliability coefficient of 0.79. Data were analyzed using Analysis of Variance (ANOVA). The two hypotheses raised were accepted. The findings revealed that (i) there is no significant difference in the attitude of teachers in training in the three categories of teacher training institutes; (ii) there exist no significant gender difference in the attitude of student teachers towards teaching in the three categories of teacher training institutes towards teaching profession. It was recommended that emphasis should be placed on positive training attitude of student teachers while in training in their respective teacher training institutions among other.

Keywords: Attitude, Training, Teaching, Educational Institution.

INTRODUCTION

Education plays a vital role in every society towards achieving socio-economic and technological development. The Nigerian National Policy on Education (2004) acknowledges that no nation can achieve economic, social, technological progress and self-sufficiency without a good system of education to sustain its achievement. However, for quality education to be achieved in a nation the main component of learning, which include teachers, school, classrooms, textbook, etc., need to be put in place in the right quality and quantity. One of the core components of education and learning is the teachers. Oruc (2011) noted the effects of a teacher on the nation and the future of the nation is unquestionable and Kovac (2005) hinted that the teacher is the most important element of an education system (cited in Güneylı & Aslan, 2009).

As a result, the training and production of the manpower required for the attainment of national objectives should be framed on the quality and quantity of teachers. Teachers are used in all categories of education, but focus of this study is teachers trained for pre-tertiary institution in Nigeria (i.e. Primary and Secondary Schools).

In Nigerian education system, teachers are trained in several teachers training institutions. Such institutions include the Colleges of Education, National Teachers' Institute (NTI), and Schools of Education in University of Education, Faculties of Education, Institutes of Education and Schools of Post-Graduate Studies in Universities. These teacher training institutions equip teachers who are undergoing training with the required pedagogical knowledge and skills needed not only in their subject area, but in all aspect that can affect and influence learners' learning.

The Colleges of Education and National Teachers' Institute issue Nigerian Certificate in Education (NCE), which is the minimum requirement to teach in Nigerian a pre-tertiary institution, to teachers who have successful undergone training in the institutions. The University of Education and other conventional Universities who has Faculty of Education or Institute of Education issue a higher certificate called Bachelor of Education (B. Ed.) or Bachelor of Science in

Education (B. Sc. Ed.) or Bachelor of Arts in Education (B. A. Ed.) for deserving trainees. Similarly, most Universities with the School of Post Graduate Studies (SPGS) also offer Education as a course. A SPGS has several education courses which include Post Graduate Diploma in Education (PGDE), Masters Degree (M. Ed) and Doctorate of Philosophy (Ph.D.). The focus of the study is the PGDE which issues to graduates who have graduated with a university degree outside the faculty of education but intend to take teaching as a profession after a first degree.

Irrespective of the training which the teachers have, it is imperative that the attitude and disposition in class and towards the profession might affect students' educational achievement. The teacher's personal characteristics, his/her proficiency as the manager of learning activities, skills in monitoring the learning process and in teaching, background, and relations with students and other individuals influence his/her study and success within the classroom (Aydın, 1993). Another important factor that affects a teacher's success and efficiency is his/her attitude towards the profession.

Yara (2009) while defining attitude as a concept is concerned with an individual way of thinking, acting and behaving noted its serious implications for the learner, the teacher, the immediate social group with which the individual learner relates and the entire school system. Attitude as a concept is concerned with an individual way of thinking, acting and behaving. It has very serious implications for the learner, the teacher, the immediate social group with which the individual learner relates and the entire school system. Attitudes are formed as a result of some kind of learning experiences. They may also be learned simply by following the example or opinion of parent, teacher or friend. This is mimicry or imitation, which also has a part to play in the teaching and learning situation. In this respect, the learner draws from his teachers' disposition to form his own attitude, which may likely affect his learning outcomes (Güneyli & Aslan, 2009).

The teachers are the main sources of knowledge and values for learners in the school system where training and knowledge is transmitted to the learners with a view to achieving the national goals and objectives. Thus, training for teachers in the several training institution is not only aimed at teachers' skill which will improve result, but to inculcate the right kind of attitude relevant to their personal attitude such as self-

discipline, understanding, sympathy, and a pride in the profession. A painstaking plan and execution of teachers training program might result in better grasp of teaching techniques, more professional self-assurance, and improved quality of work by teachers.

While acknowledging the challenging and dynamic role of a teacher in the educational process, Maliki (2013) believes that teacher training institutions should make painstaking efforts to equip prospective teachers not only with teaching skills, but with the positive professional attitude. Badu and Raju (2013) reported that teachers training favourably influenced the attitude towards the teaching profession, similarly teachers training favourable affected the attitude towards class room teaching process. It is in view of these, this research study aim to determine the attitude of teachers in training towards choosing teaching as a profession during their training.

Statement of Problem

The attitude towards teaching, perception and disposition of teacher to teaching may in no mean amount contribute significantly to the educational achievement of students. In recent times where academic performance of students in standardized examination has been poor, the teacher is believed to have a major blame. The National Policy on Education (2004) hinted that no quality of education will rise above its teacher; it is in light of these that this study aimed to appraise the attitude of teachers across three teacher training institution in south-western Nigeria.

Purpose of the study

The study aims to assess the attitude of teachers under training towards teaching in three categories of teachers training institutions in Nigeria.

Research Hypothesis

- I. There is no significant difference in attitude of teachers in training in the three categories of teacher training institutes.
- ii. There is no significant gender difference in the attitude of student teachers towards teaching in the three categories of teacher training institutes.

Methodology

The study adopted a survey research design. The population comprised all students teacher in all teachers training institutions in Lagos State, Nigeria. Three hundred level students in the Colleges of Education, four hundred level students in the faculty of Education, and Post Graduate Diploma in Education Students were selected for the study.

Simple random sampling was used to select participants for the study. At first, the researcher used simple random sampling to selected two Colleges of Education awarding Nigerian Certificate in Education (NCE), two Universities awarding degree in Bachelor in Education (B. Ed.) and Post Graduate Diploma in Education (PGDE). The researcher later randomly selected forty students in each of the institution for the study. Table 1 shows the teacher training institutions selected out of the four colleges of education, three universities in Lagos State

Table 1: Selected Teacher Training Institutions and students in Lagos State Tertiary Institution.

SN	Institution	Number of Institutions selected	Number of students selected in an Institution	Total selected
1	College of Education (awarding NCE)	2	45	90
2	University (awarding B. Ed.)	2	45	90
3	University (awarding PGDE)	2	45	90
Grand Total				270

Instrument

A questionnaire titled Student-Teacher Attitude Questionnaire (STAQ) was used to elicit responses from the study sample. The STAQ was developed by the researcher. The questionnaire contained 10-item Likert-type statement with the response mode of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The statements were negatively and positively worded. The instrument was given content validation by the researcher in collaboration with colleagues in the area of Educational Psychology and Measurement & Evaluation. Also, the test-retest method was used to determine its reliability. The process yielded a correlation coefficient of 0.79 for the STAQ.

Administration of Instrument

The researcher personally administered the copies of STAQ to the participants. This was aimed at reducing error due to extraneous variables. The questionnaires were completed and returned immediately to the researcher.

Data Analysis

Data collected were analysed using Analysis of Variance (ANOVA) at 0.05 level of significance.

Result

Research Hypothesis One: There is no significant difference in the attitude of teachers in training in the three categories of teacher training institutes. To determine whether there is no statistical difference in the attitude of teachers in training in the three categories of teacher training institutes, the Analysis of Variance (ANOVA) was done.

Table 2: Analysis of Variance (ANOVA) on attitude of teachers in training in the three categories of teachers training institute towards teaching profession

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	68.052	2	34.026	2.610	.075
Within Groups	3481.044	267	13.038		
Total	3549.096	269			

Not Significant, $p > 0.05$; Critical at $0.05 (2, 267) = 3.01$

The result in Table 2 shows that a calculated F-value of 0.452 resulted as the difference in the attitude of teachers in training in the three categories of teachers training institute towards teaching profession. This F-value of 0.452 is statistically not significant since it is lesser than the critical F-value of 3.01, given 2 and 267 degrees of freedom at 0.05 level of significance. Therefore, hypothesis 1 was accepted.

Research Hypothesis Two: There is no significant gender difference in the attitude of student teachers towards teaching in the three categories of teacher training institutes towards teaching profession. To determine whether there is no significant gender difference in the attitude of student teachers towards teaching in the three categories of teacher training institutes, the Analysis of Variance (ANOVA) was done.

Table 3: Analysis of Variance (ANOVA) on attitude of teachers in training in the three categories of teachers training institute towards teaching profession due to gender.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	90.312	5	18.062	1.379	.233
Intercept	37037.172	1	37037.172	2826.951	.000
Gender	1.362	1	1.362	.104	.747
Attitude	58.246	2	29.123	2.223	.110
Gender * Attitude	20.863	2	10.432	.796	.452
Error	3458.785	264	13.101		
Corrected Total	3549.096	269			

Significant, $p < 0.05$; $F_{critical} \text{ at } 0.05 (2, 264) = 3.01$; $F_{critical} \text{ at } 0.05 (1, 264) = 3.86$

Evidence from Table 3 shows that a calculated F-value of 3.127 resulted as the interaction effect of gender and students teacher attitude. Also, a calculated F-value of 0.104 resulted due to gender effect while a calculated F-value of 2.223 resulted as a result of students' attitude towards teaching profession. Since the interaction effect of gender and students teacher attitude (with a value of 0.452) is lesser than the critical F-value of 3.01 given 4 and 147 degree of freedom at 0.05 level of significance. Thus, the null hypothesis was accepted, indicating that there is no significant gender difference in the attitude of student teachers towards teaching in the three categories of teacher training institutes towards teaching profession.

Discussion

The study also showed that, there exists no significant difference in the attitude of teachers in training in the three categories of teachers training institute towards teaching profession. The findings align with the observation of Maliki (2013) that, prospective teachers have negative attitudes towards the teaching profession. However, the findings of

Trivedi (2012) who observed that the teachers in different educational institutions (primary and secondary schools) showed varying level of attitude towards the teaching profession. Oruç (2011) also reported a clear positive attitude towards teaching by the 80 students of Dokuz Eylul University, Buca Faculty of Education, English Language Teaching Department. In addition, Farauta and Amuche (2013) reported student teachers positive attitude towards teaching practice. Güneyli and Aslan (2009) reported that majority of prospective teachers who chose to study Turkish language love the profession.

The second hypothesis indicates that there is no significant gender difference in the attitude of student teachers towards teaching in the three categories of teacher training institutes towards teaching profession. **The finding** contravenes Güneyli and Aslan (2009) report. The researcher reported that a significant difference occurred in favour of female prospective teachers in relation to the gender factor. No significant difference between attitude scores was observed in relation to the effects of class and socio-economic level. Similarly, Maliki (2013) in his own study reported a significant sex differences in attitude of students towards the teaching profession. Farauta and Amuche (2013) in their own study observed that female students showed more positive attitude to teaching practice than male students.

CONCLUSION

The findings from this study have shown that students teacher attitude in the varying level of educational institution towards teaching profession does not differ. The teachers in training institutions have low attitude to towards the teaching profession. Furthermore, from the findings, the researcher concludes that **is no** significant gender difference in the attitude of student teachers towards teaching in the three categories of teacher training institutes towards teaching profession.

RECOMMENDATIONS

Based on the findings, the following recommendations were given.

- Emphasis should be place on positively training of the attitude of student teachers while in training in their respective teacher training institutions.

- Also workshops and seminars should be organised for parents and guardians on the important role a teacher play in nation building and the importance of encouraging their children and wards to enrol in teacher education programmes.
- In addition, individual and group counselling and re-counselling should be carried in all teacher training institutions with the aim of motivating and developing positive attitudes towards teaching profession.
- The Teachers Registration Council of Nigeria (TRCN) should play an active role in the transition of teachers in training into teaching profession.

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