

1 An Analysis of Urban Secondary School Students' Interest in 2 Teaching Profession in South-Western Nigeria

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6 **Abstract**

7 The study analyzed Senior Secondary School Students' interest in teaching profession in Oyo
8 city, South-western Nigeria. Data used for this study were collected through questionnaire
9 administration for 270 students randomly selected in nine secondary schools in the study area.
10 A vocational interest inventory of items, constructed and validated by the researchers with
11 reliability co-efficient of 0.78 obtained was the instrument used for data collection. The data
12 collected from the interviews were analyzed using descriptive statistics and chi-square test.
13 The result of finding showed that 68.5

16 **Index terms**— Profession, Remuneration Students, Teacher

17 **1 INTRODUCTION**

18 In every sphere of inter human relationship that concerns men and women, young and old, it is the teacher that
19 takes initiative. Therefore the saying that no nation ever rises above the quality of her teachers illustrates the
20 pivotal position which teachers occupy in the society today. Teacher's influence is always felt in every aspect of
21 the society. All other professionals and workers within the society have at one time or the other passed through
22 the pupilage of a teacher and whatever they now become is a direct outcome of what the teacher has taught
23 them. (Majasam, 1996).

24 However, we often hear people say the young must grow, we might have quoted the assertion in our expression
25 too. Of course, not all of us understand what the statement really means. If young ones are to grow, and if
26 they are to be adequately prepared for their roles in the society, and if the national objectives of the country are
27 to be attained, teachers have a very important role to play. In formal education, schools will have a significant
28 impact on children only with good teachers who set out to mould the lives of young ones entrusted to their
29 care (Afe, 1995) Nowadays, little or no effort is done to identify secondary school students' interest in teaching
30 profession, though the task is not an easy one but it is very important if we are serious in enhancing proper
31 optimization of student's aptitude and orientation of their attitudes towards teaching profession. The interest of
32 a student in a profession is a reflection of what the student like doing with profound pleasure and enthusiasm
33 (Phillips, 1987). Power (1991) opines that a person's interest in an occupation could motivate him develop
34 skills to enable him become proficient in his field of specialisation. A student who is well guided and to whom
35 professional interest inventory is administered to ascertain his interest in a profession is most likely to pursue a
36 carrier in congruence with his interest. Phillips (1987) asserts that interest exploration can stimulate counseling
37 by suggesting occupations that had not previously considered by the client or rehabilitation professional. In the
38 teaching profession, interest exploration is very low. Early detection of students' interest in a particular vocation
39 can help teachers and parents guide them towards that vocation instead of allowing them to be influenced by
40 factor that could overrun their interest and push them into careers they have no flair for. If you decide to sample
41 the opinion of people on what profession or occupation they would take to, most of them would choose careers
42 in the area of Law, Medicine, Engineering, Accounting and so forth. You would hardly see any mentioning that
43 he/she would like to take to teaching profession, whereas teachers make a society and good society is a function
44 of good school.

3 C) INSTRUMENT USED FOR VALIDITY AND RELIABILITY OF THE STUDY

45 According to Pope Pius XII (as cited by Adewuyi and Ogunnniyi 2002) "good schools are the fruit not only
46 of good regulations but principally good teachers, excellently trained in the respective subjects which they are
47 to teach and possessing the intellectual I Global Journal of Human Social Science Volume XI Issue IX Version I
48 1 and moral qualities which their important office requires men who burn with a divine passion for youngsters
49 entrusted to them". Babatunde (1992) opines that it is when a teacher is satisfied that he/she is more stable
50 and committed to his/her job. His opinion was supported by Agbuno (1994) when he said that satisfied teachers
51 would produce people who are intellectually, morally and emotionally and relevantly equipped for useful living
52 within the society. Clark (2006) observes that the plight of teachers in Nigeria has not changed over the years,
53 especially since the post Nigeria civil war. According to her, teachers' welfare is usually neglected and the society
54 looks down on them because of their dismal condition. Nwagwu (1976) has earlier stressed the importance of
55 quality teachers in our school system as the drive of quality and functional education. To him money spent
56 on provision of infrastructure aimed at mobilizing more pupils and students to school without caring about
57 teachers' qualification and welfare may as well end up in futility. Sincerely speaking, it is necessary for one
58 to conduct psycho-analytic dissection of our society to know the reason for vulgar disposition of our people to
59 teaching profession. Perhaps, the reason might be the way teachers are being treated and cared for in our society.
60 Teachers are stultified in their efforts to teach with pure passion and arouse their student's interest in their own
61 careers. The take-home allowance of teachers at the end of the month cannot take them to bus-stop and teaching
62 becomes indispensable like toilet. What a life! Work and no reward.

63 It is greatly observed in recent times that there have been a great influx of people with pleasure onto non-
64 teaching profession and this has resulted in a dearth of capable and competent hands in the teaching profession.
65 Thus, increase desire for non-teaching profession could be traced to early senior school days of individuals. In
66 the light of the foregoing, this research aims at determining urban senior school students' interest in teaching
67 profession in Oyo city with a view to knowing the forces of reaction that are repelling people from teaching
68 profession to mass drift to non-teaching profession so as to provide suggestions for effective educational planning
69 and management without holding down the development. The specific objectives of the study are to; (i) determine
70 the agents that influence students' interest in teaching vocation (ii) determine students' interest in profession that
71 involves dealing with children (iii) examine school students' interest in becoming a career teacher (iv) examine
72 the students' perception of teachers' remuneration The research hypotheses tested in this study are stated in null
73 forms:

74 i. There is no significant difference between student's interest in teaching profession and teacher's remuneration,
75 while the reverse is the alternate hypothesis.
76 ii. There is no significant difference between student's gender and responses to profession that involves dealing
77 with children, while the reverse is the alternate hypothesis.

78 II.

79 2 MATERIALS AND METHODOLOGY a) Brief of the Study 80 Area

81 The study area is Oyo, a city in South-western Nigeria. Geographically, it is located approximately along latitude
82 7 0 51 1 North and longitude 3 0 57 1 East of Greenwich meridian. It shares boundary with Ogbomoso city in the
83 north, Ibadan city in the south and is bounded to the west by Iseyin town b) Methods of Data Collection Data
84 were collected from primary and secondary sources. Secondary data used were students' registers. Primary data
85 for the study included oral in-depth and structured interviews. The population for this study was all male and
86 female students in Senior Secondary School of Oyo city. The sample gotten by simple random sampling technique
87 consisted of 270 students, 90 students from each of 3 local government areas (Oyo East, Oyo West and Atiba local
88 government areas) in Oyo city. 3 secondary schools were randomly chosen from each of three local government
89 areas in the city. Students of Senior Secondary School 2 classes were used. 10 students were chosen at random
90 from each Department of Arts, Department of Social Sciences and Department of Sciences using registers for the
91 students' rolls obtained from the Heads of the Departments afore mentioned. The registers were used to select
92 30 students interviewed in each school selected, and equal numbers of male and female students were chosen.
93 In-depth oral interview was also conducted on 27 students, 3 students from each school chosen to seek students'
94 opinion about their perception of teaching profession. Survey technique was equally used to collect data for the
95 purpose of describing and interpreting the existing condition of school and work environments.

96 3 c) Instrument used for Validity and Reliability of the Study

97 The instrument for the study was a vocational interest inventory. The interest was constructed using the logical
98 approach (logical keying method). Items in the interest skill measured the interest of the respondents in a
99 particular activity. The questionnaire items used were based on Likert's attitudinal scale requiring the respondents
100 to provide an answer to a set of statements indicating the degree of approval or disapproval to all items. The
101 interest inventory has a likert type answering scale with each one having a fixed score. The five points were
102 designed in the following scoring systems.

103 **4 Item mark**

104 **5 Scoring**

105 Response Interpretation The items for the inventory were chosen based on researchers' knowledge of the duties
106 of a teacher, teacher's salary and student's relationship with others. The questionnaire was subdivided into two
107 parts. The first part is soliciting for the particulars of the respondents. This personal information includes the
108 sex, department and occupation of parent. The second part consisted of information and the column for the
109 appropriate response by the respondents. This part also called for check-mark responses. Here, the respondents
110 were asked to write a short response for the purpose of knowing students' perception of teaching profession. The
111 general assumption made was that a student scoring up to 20 marks for all the five items in the interest inventory
112 has a strong interest for the teaching.

113 The construct validity was established by administering the inventory scale to 36 undergraduate students who
114 were in 200 levels, reading primary education/special education at Federal College of Education (special), Oyo.
115 The ability of the interest scale to identify the strong bias of each of the students for teaching (each scoring up
116 to 21 marks on the scale) was an indication of construct validity.

117 Reliability was established using the test and the re-test approach, the inventory scale was administered to a
118 representative group of eighteen (18) senior secondary school students, for whom the scale was developed, two
119 times with a time lapse of one week. The scores from the two administrations were compared using Pearson's
120 product mean correlation formula. A reliability co-efficient of 0.78 was obtained meaning the instrument had a
121 high reliability. The questionnaires were administered by the investigators to the respondents with the cooperation
122 of the management of the sampled schools. Sampled schools were visited twice over a period of two weeks.

123 **6 d) Methods of Data Analysis**

124 The five point attitude scale of likert format was applied in the scoring system. Simple descriptive statistical
125 methods such as percentage were used in depicting vividly a summary description of the various responses for
126 a sampled drawn from a population of students. Tables with suitable self-explanatory titles were appropriately
127 used in the analysis of results to present the discussion. Chi-square (χ^2) test was used to test for the research
128 hypotheses.

129 **7 III.**

130 **8 RESULTS AND DISCUSSION**

131 This part analyzed data collected, presented the results of findings and tested the hypotheses.

132 **9 i. Agents influencing students' interest in teaching vocation**

133 Table ?? -4 shows that 60.3% of respondent agreed that their interest were either thwarted or influenced by the
134 parents. 60.2% agreed that their teacher had negative or positive influence on their interest in teaching, 57.1 %
135 agreed that media had negative or positive influence on their interest in teaching profession while 42.5% agreed
136 that peer groups have thwarted or positively influenced their interest in teaching. It could be adduced that
137 whatever the disposition of students' interest to teaching profession is a function of who they interact with in the
138 environment.

139 Having considered the results above, it is crystal clear that teachers and parents are the agents of socialization
140 that are in the best position to guide students towards the vocation they have interest in instead of pushing them
141 into careers they have no flair for.

142 ii. Students' interest in a profession that involves dealing with children Attitudinal variations in sex responses
143 to profession that involves dealing with children Table ?? indicates the chi-square test of the relationship between
144 gender and response to profession that involves dealing with children, at 0.01 significance level and four degree
145 of freedom table value is 13.28 while calculated χ^2 is 2.96. since calculated χ^2 value (2.96) is less than critical
146 χ^2 value (13.28). Null hypothesis H_0 accepted and alternate hypothesis H_1 is rejected. The results accepts
147 null hypothesis that there is no relationship between gender and response to profession that involves dealing with
148 children this means that difference in sex response to profession that involves dealing with children is significant.

149 Further findings also revealed that 40.3 percentages of male students and 28.5% of female students constituted
150 total 68.8% of favourable response literal sense female students should have more flair for profession that involves
151 dealing with children but in Oyo the reverse was the case. This could be adduced to girls' quest for wealth rather
152 than engaging themselves with self-fulfilling ventures and playing motherly roles. Poor physical facilities and
153 work environment also take lead after poor remuneration of teachers as reasons that students gave to be factors
154 that repel their interest in teaching profession iii. Students' interest in becoming carrier teacher Table ?? revealed
155 that the percentage of favourable response to choosing teaching as career is very low. The favourable response was
156 27.6%, neutral response 31.4% and unfavourable response 41%. This means that not less than two-third (2/3) of
157 the sampled population had no interest in teaching profession, and not less than one-third of the sample population
158 are neutral in taking decision. An approximation of onequarter (1/4) of the sampled population was interested
159 in choosing teaching as career. It could be adduced that senior secondary students in Oyo city have a very poor

11 RECOMMENDATION

160 interest in becoming career teachers. The reason for this from indepth interview conducted for students were
161 attached to poor welfare of teachers, dilapidated state of school and low prestige accorded the teaching vocation.
162 The students stressed that what was being regarded as minimum wages for teaching profession in Nigeria is not
163 commensurable with the services being rendered by teachers. Another force of reaction as mentioned by students
164 which mostly killed their interest in teaching vocation is the disposition of landlord to ridicule and vilify teachers
165 before they let house to teachers. To landlord in Oyo, teachers were indispensable like toilets. This elemental
166 hatred developed against teachers in the psychological makeup of the native wass so difficult to understand
167 whereas ministry workers that the land-lords were treated with more respect werere receiving the same salaries
168 with teachers iv. Students' perception of teachers' remuneration Table ?? reveales that not less than 90% of
169 the students' sampled responses were in favour of a job that would earn them moderate salaries. The in-depth
170 interview carried out on students revealed the same. The senior secondary school students' high responses could
171 be adduced to the simple life of Oyo people and this had greater influence on students. Table ?? reveales that
172 82% of the responses considered salaries being received by teaching profession as moderate. Students in Oyo
173 debunked that teachers' salaries were nothing short of moderate since teachers received the same with their
174 counterparts in the ministries be it state or local. Table ??0 shows a higher percentage of students that were
175 interested in choosing teaching as a career if teachers' wages were highly increased. It could be inferred that
176 students were at variance with the teachers' remuneration and wanted teachers' salaries increased far more than
177 ministry workers. Students responded that nothing had more retarded the advancement of students' interest
178 in teaching profession in Nigeria than the disposition of people who look down on teachers. It was therefore
179 students' belief that teaching profession would have a class and be far more honoured if teachers' salaries are
180 highly increased. This research finding shows that students in Oyo city like to be a career teacher but poor
181 remuneration and low prestige accorded the teaching profession were the major facts killing students' interest in
182 the vocation.

183 Table ??1 indicates the chi-square test of the significant relationship between students' interest in teaching
184 profession and teacher remuneration the calculated χ^2 value (20.0) is greater than critical χ^2 value (6.64) at
185 0.01 level of significance and 1 degree of freedom. The results reject null hypothesis (H_0) and accept alternate
186 hypothesis (H_1) which means there is significant correlation between students' interest in teaching profession and
187 increase in teacher's remuneration.

188 10 The main findings

189 Findings revealed that students had the high interest in teaching profession but institutionalizing oppression as a
190 result of poor remuneration being received by the vocation is making students lose their interest in the profession.
191 Remuneration determines the prestige accorded to profession in Nigeria. This finding corroborates that of Afe
192 (1995) which showed that there was a great decline in the number of students who wants to be a teacher because
193 of poor remuneration and low prestige accorded the vocation.

194 The result of this study also revealed that nothing had more influenced or thwarted students' interest in
195 teaching profession than the disposition of parents and teachers themselves to eulogize or vilify the profession.
196 The findings of this study also saw the need to build the interest of students in teaching as a profession, this is
197 supported by the assertion of Philips (1987) which states that "interest exploration can stimulate counseling by
198 suggesting occupation that had not been previously considered clients or rehabilitation professional". Building
199 student's interest in the teaching vocation has become necessary in order to have teachers who are sound and
200 committed to their teaching profession.

201 IV.

202 11 RECOMMENDATION

203 It is crystal clear that Senior Secondary School Students in Oyo city have very low interest in becoming career
204 teachers despite the fact that they like teaching Global Journal of Human Social Science Volume XI Issue IX
205 Version I to profession that involves dealing with children. In the teachers' remuneration were highly improved.
206 Not less than 78% response interested in teaching profession if profession. This has been attributed to a number
207 of reasons such as poor welfare packages of teachers, dilapidated facilities of public schools and disposition of
208 landlord to vilify and ridicule teachers they are accommodating in their houses or before renting houses to
209 them. Based on the findings of this study to reverse the ugly trend in students' interest in teaching profession,
210 government and other stakeholders in education must swiftly take an action by highly improving teachers' welfare,
211 school physical facilities and work environment. There is urgent need for proper coordination of the necessary
212 machineries towards innovation in policies that can arouse young people's interest in teaching profession. These
213 will go a long way in improving standard of education that has been experiencing a downward trend in Nigeria.

, revealed that a higher percentage of students' responses (68.8%) were looking forward to profession that involves dealing with children. Further finding shows the distribution pattern of the favourable response (68.8%) to profession that involves dealing with children and that 30.2% were science students, 23.5% were Art students and 15.1% were commercial students. Further findings revealed that science students showed much more interest than students in other departments in a profession that involves dealing with children. It could be adduced that the science students might have in mind of profession like paediatric, (branch of medicine concerned with children and their diseases).

Figure 1: Table 5

214 V. 1 2 3 4 5

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