



Towards the Teaching Professionalisation: Perceived Impacts, by Teachers in Public Secondary Schools in Ondo State, Nigeria

Ige Akindele Matthew¹

¹Director, School Services, Ministry of Education, Science, And Technology, Akure, Ondo State, Nigeria

Email: dele_divine@yahoo.co.uk

DOI: 10.53103/cjess.v2i6.77

Abstract

Amid the increasing agitations for the professionalisation of teaching in Nigeria, to improve its status, this study investigated the perception of teachers in Public Secondary Schools in Ondo State, on the impacts of the likely professionalisation. Six (6) questions were raised, one hypothesis was formulated, and a cross-sectional survey design was adopted to guide the study. The main population consisted of the three hundred and six (306) Public Secondary Schools in the State while teachers in the schools constituted the target population. The sample consisted of fifteen (15) Public Secondary Schools and one hundred and fifty (150) teachers, selected through multi-stage, stratified, and simple-random sampling techniques. A structured and 15-item questionnaire was designed and used to gather data and information. Data were analyzed using percentage and mean statistics while the hypothesis was tested by chi-square statistic. Findings revealed among others that the professionalisation of teaching will help to improve: the commitment of teachers, the academic performance of students, and the standard of education, among others. No significant difference was found in the perception of male and female teachers, on the impacts of professionalisation of teaching. Based on the findings, the need to fully professionalise teaching in Nigeria arises, due to the associated benefits, and the need to recruit teachers for schools so as not to create a vacuum when the unqualified teachers eventually leave the profession is imperative.

Keywords: Teaching, Professionalisation, Perceive, Impact, Teacher, School, Secondary School, Public Secondary School

Introduction

Teaching has come of age in Nigeria. The onset of teaching dates back to the pre-colonial era, particularly when the Christian Missions, such as the Wesleyan Methodist Mission, Church Missionary Society (CMS), the Baptist, the Church of Scotland (Presbyterian), and the Roman Catholic Missions, were in control of the educational system. Reports (Adesina, 1977; Fafunwa, 1974) indicate that at the onset, the Christian Missionaries and their wives served as teachers in the earliest schools. Adeyinka (1971), cited in Aminu and Isah (2015) also opined that the Missionaries trained their teachers

through an apprenticeship pupil-teacher system. Under such a system, the missionary teacher organized the school in his residence while some of his pupils lived with him as part of his family. According to the National Teachers' Institute (2000), the apprenticeship system of teacher education remained the only form until 1859. Also, there was no uniformity in standards and policies for teaching as at the time the missionaries were in charge.

In an attempt to ensure that teachers are adequately trained, to teach the pupils/students effectively, the first Teacher Training College was established at Abeokuta in 1859, by the Church Missionary Society (CMS). This was moved to Lagos in 1896 due to the expulsion of the Missionaries from Abeokuta, arising from the disagreements between them and the local authorities. It was again relocated to Oyo, where it became St. Andrew's College, Oyo. In 1896, it was established as a Grade II Teacher's College (now Emmanuel Alayande College of Education, Oyo) thus marking the oldest Teacher Training College in Nigeria. In 1897, the Baptist Mission also established the Baptist Training College at Ogbomoso, while in 1905, the Wesleyan Methodist Missionary Society founded an institution for the training of catechists and teachers in Ibadan which later metamorphosed to the Wesleyan College, Ibadan in 1918. As further reported by the National Teachers' Institute (2000), seven teacher training institutions were established by the Government and the Missionaries between 1859 and 1923.

In response to the perceived need to train adequate manpower that would teach at the primary and secondary levels, Federal Government constituted the Ashby Commission in 1959, to investigate and determine the extent of future manpower needs of the country. The Commission noted the dearth of trained teachers in secondary schools then, despite the obvious increase in the demand for their services and thus recommended among others, the:

1. establishment of additional universities,
2. training more teachers for the nation's Post-Secondary Schools.
3. institution of an undergraduate degree in Education (B.A. (Ed.); B.Sc. (Ed.); B.Ed) and the training of more teachers for Nigeria's secondary schools.

Sequel to the submission of this report and adoption of some of the recommendations, several Teacher Training Colleges were established, including the Advanced Teachers Training College, in Lagos and Zaria (in 1962), Ibadan (in 1962) (but transferred to Ondo State where it became the Adeyemi College of Education), Owerri (in 1963), Kano (in 1964) and Abraka (in 1968) (Jekayinfa, 2000).

Presently, teaching has improved, compared to how it was before. The National Policy on Education (NPE), released in 1977 and revised in 1981, 1998, and 2004, makes it mandatory for all teachers in Nigeria to be trained and stipulates Nigeria Certificate in Education (NCE) as the minimum qualification for teaching. It also recognises the need

for in-service training as an integral part of continuing teacher education. The statutory responsibility for the training of teachers in Nigeria is now vested in the Colleges of Education, Institutes of Education, Polytechnics, National Teachers Institute (NTI), Faculty of Education of Universities, and the School of Education of Polytechnics (Federal Republic of Nigeria, 2004).

Although teaching developed from a humble beginning to the level it is today, controversies still trail its acceptability as a profession in Nigeria. While many are arguing that teaching is a profession, some are also of the opinion that teaching is yet to fully satisfy the characteristics of a profession (Famade, 2001; Achimugu, 2000). Although there are no universal characteristics of a profession, Okeke (2004); Dada and Fadokun (2010); Yusuf, Afolabi, and Oyetayo (2014) have attempted to provide the characteristics of a profession. Even though there are variations in their opinions, there are areas of consensus, such as:

- the performance of an essential social services
- possessing a body of specialised knowledge
- having a high degree of autonomy
- having a Code of Ethics
- organization into Professional Groups
- exalting service above personal gains
- recognition by the public; and
- setting its standards

A major argument against the recognition of teaching as a profession in Nigeria has been the low status it commands in society. Unfortunately, in Nigeria, teaching is widely regarded as an occupation for all. Many teachers regard teaching as a 'transit job' until they secure another better job. There is also the belief that teaching opens the gate for cheaters and unqualified individuals to enlist in it. There is the notion that anyone can teach while teaching is meant for those who failed in their life endeavours or those who have nothing better to do.

As part of the efforts, aimed at improving the status of teaching, there have been agitations for its professionalisation at different fora, particularly, meetings, workshops, conferences, symposiums, seminars, and literature. Scholars (Fareo, 2015; Adeoye, Afolabi, Oyetayo, 2014) have argued that teaching should be professionalised in Nigeria, to improve its low status and enable teachers to enjoy the associated benefits, as applicable in other professions, such as Medicine, Engineering, Law, Pharmacy, and Banking, just to mention a few.

In response to the yearnings of the masses, particularly, the stakeholders in education, Federal Government established the Teachers Registration Council of Nigeria (TRCN) in 1993 and gave it the mandate to regulate and control the teaching at all levels of the educational system, both in the public and private sectors. The Teachers

Registration Council of Nigeria (TRCN) was thus established by Decree N0. 31 of 1993 (now TRCN Act CAP T3 of 2004). The Act in Section 1(1) charged the Council with the following responsibilities:

- determining who are teachers for this Act.
- determining what standards of knowledge and skills are to be attained by persons seeking to become registered as teachers under this Act and raising those standards from time to time as circumstances may permit.
- securing following the provision of this Act, the establishment and maintenance of a register of teachers and the publication from time to time of the list of those persons.
- regulating and controlling the teaching profession in all its aspects and ramifications.
- classifying from time to time members of the Teaching Profession according to their level of training and qualification.
- performing through the Council established under this Act, the functions conferred on it by this Act. (Teachers Registration Council of Nigeria Act, in <https://www.trcn.gov.ng/trcnact.html>)

In the struggle for teaching to attain full professional status in Nigeria, there have been challenges and hindrances to the realisation of this feat. John (2006) and Akinduyo (2014) listed these to include:

- low wages, bad motivation, and poor welfare
- irregular self-esteem in society
- absence of education professional academy
- negative re-enforcement
- lack of professional and in-service training
- low professional status
- high teacher-pupil ratio
- ineffective machinery to enforce the Code of Conduct in the Teaching Profession
- politicising education
- lack of autonomy by the Nigeria Union of Teachers (NUT)
- poor budgetary allocation to the Teaching Profession
- poor work environment (e.g. infrastructures, amenities, etc)
- government's inability to register NUT as a professional organization
- massive unqualified staff
- porous entry qualification
- lack of standards

It is hopeful that if teaching is eventually professionalised in Nigeria, not only will these challenges be tackled, the status of teaching will improve and measure up to acceptable and international standards.

Statement of the Problem

Teaching and teachers have been having low status in Nigeria. Unfortunately, the salary of teachers is meagre, compared to the salary of professionals in engineering, law, pharmacy, medicine, and banking, among other fields, even though they patronize the same market(s). Due to the low salary, most teachers live in poverty. Apart from the salary issue, the conditions of service of teachers in Nigeria are nothing to write about. The low status of teachers has been making many teachers leave the profession anytime they like, or when the opportunity comes. The little children in schools are not willing to choose teaching as a future career because of its low status. Arising from the low status of teaching, there have been agitations for the professionalisation of teaching in Nigeria. Despite the efforts of the government to professionalise teaching, the impacts of such professionalisation are not even clear to the ordinary man on the street and the teachers. Even though there have been studies on teaching, particularly, how it can be improved, those that focus on the impacts of professionalisation of teaching are not readily available in the literature. In light of this, this study investigated the perception of teachers on the plan to fully professionalise teaching in Nigeria.

Purpose of the Study

This study investigated the perception of teachers in secondary schools in Ondo State, on the impacts of likely teaching professionalisation in Nigeria, using Public Secondary Schools in the State. Specifically, it investigated if professionalisation of teaching will: help to improve: the commitment of teachers, academic performance of students, the standard of education, teachers–administrators’ relationships, the status of teaching and teachers; and checkmate the influx of unqualified teachers into teaching in Nigeria. In addition, it sought to find out if there was a significant difference in the perception of male and female teachers; on the impacts of professionalisation of teaching.

Significance of the Study

The study will be valuable to stakeholders in education. The findings will enable teachers and administrators to be equipped with solutions to the problems confronting teaching and work with the recommendations provided in this work. The study will also enable the government to discover the needs of the Teaching Profession, and to make adequate provisions for the needs, especially in the area of finance and personnel. The findings will also enable students to realize the problem confronting the Teaching Profession and enable society to realize the need for professionalisation of teaching and thus contribute their quotas to this move.

Research Questions

The following questions guided the study:

- Will the professionalisation of teaching help to improve the commitment of teachers?
- Will the professionalisation of teaching help to improve the academic performance of students?
- Will the professionalisation of teaching help to improve the standard of education?
- Will the professionalisation of teaching help to improve teachers' administrator relationships in schools?
- Will the professionalisation of teaching help to checkmate the influx of unqualified teachers into teaching?
- Will the professionalisation of teaching help to improve the status of teaching and teachers?

Hypothesis

The study was guided by this hypothesis:

- There is no significant difference in the perception of male and female teachers on the impacts of teaching professionalization

Concepts of Teaching, Profession, and Professionalisation

There is no universal definition of teaching because different authors have definitions for it. For example, Famade (2001) defines it as the process of real development of a learner's cognitive, affective, and psychomotor power. Added to this is the fact that it is a process where a more knowledgeable individual strives to pass information, skills, traits, and values, to a lesser knowledgeable individual, to improve his/her status.

According to the Oxford Advanced Learners Dictionary of English, a profession is an occupation that requires advanced education and specialised training. Mgbodile (1985) views it as an occupation that requires advanced training and demand from its members, a prolonged specialised training in its field, thereby making them a distinct group. It thus implies from the definitions that a profession requires its members to possess certain qualities that will distinguish them from members of other professions.

Professionalisation is a process whereby occupations have become, or seek to become, publicly recognised as a profession, according to the degree to which they meet the established criteria (Hoyle, 2001). Also, it involves the development of skills, identities, norms, and values associated with becoming part of a professional group (Felice & Nath, 2015).

Traits of a Profession

There are no universal traits of a profession. A lot of authors have provided their views on this but there is uniformity in certain areas in what they consider to be professional traits. Famade (2001); Dada and Fadokun (2010) provided traits of a profession. According to him, a profession must:

be performing an essential social service and beneficial to the people in the society or community in which it operates.

- members must have a high degree of esoteric knowledge, which differentiates them from members of other professions.
- have a high degree of autonomy, where members will be free to practice without undue interference from the government or members of the public.
- have Codes of Ethics or Conduct for members.
- have a minimum level of education and experience to be fulfilled before an individual will be accepted as a member.

be recognized by members of the public in which it operates. Also:

- training of new members must take a long period.
- members must always put the interest of other clients above theirs.
- members must be licensed to obtain a certificate for practice after passing the prescribed examination or test, which can be withdrawn in the case of professional misconduct is established.

Studies on Status of Teaching and teaching Professionalisation in Nigeria

Researchers have researched how to improve the status of teaching, teacher, and the performance of teachers. For example, Osunde and Omoruyi (2005) assessed the status of teachers and the Teaching Profession in Nigeria, using 400 Post-Primary School Teachers, randomly selected from 40 Post-Primary Schools, and a questionnaire for data collection. Findings revealed among others that teachers were not properly remunerated and that they were underrated in society. It was also revealed that poor conditions of service and teachers' negative personal and professional behaviour were critical factors responsible for teachers' low status.

Osunde and Izevbigie (2006) also assessed teacher attitudes towards the teaching profession in Nigeria, using 700 Post-Primary School Teachers, randomly selected from 50 Post-Primary Schools from 25 States, and a questionnaire for data collection. Findings showed among others that the condition of service in teaching was the main factor responsible for negative societal attitudes towards the profession. Also, in a study of parents, teachers, and student's perception of the Teaching Profession in South-West Nigeria by Lawal (2012), it was revealed among others that there was a significant difference in the way the respondents perceived the Teaching Profession. Studies on the

relationship between professionalisation and teachers' effectiveness, as well as the relationship between teaching and national development, are quite revealing (Wikipedia) Professionalising teaching, has been found to increase teachers' commitment, with attention to their pedagogical content knowledge, thus making educational reforms to be successful. Teaching professionalisation builds teachers' commitment and improves curriculum and instruction. Teachers become more committed to the goals and values of an organization (or a way of teaching), voluntarily comply with orders and expectations, exert more than minimal efforts for the good of the organization, and want to stay permanently in the profession (Mowday, Porter, & Steers, 1982, cited in Fatemam & Muath (2013)).

Nabukenya (2010) also studied the influence of teachers' professionalism on teacher performance in Busiro County Secondary Schools, Wakiso District, Uganda, guided by the desire to establish the influence of a Code of Conduct (that is; respect, integrity, honesty, trust, fairness, service, equality) on teachers' performance in secondary schools, the perception of teachers towards the Code of Conduct in secondary schools and to establish the effect of commitment in terms of planning, assessment, and teaching on teachers performance in Busiro County Secondary Schools, Wakiso District. The study employed a combination of quantitative and qualitative approaches. The quantitative approach used was a questionnaire and the qualitative approaches included the use of interviews, focus group discussion, and documentary analysis. It also utilized a cross-sectional sample survey design, largely descriptive and qualitative. Findings revealed that the Teachers' Code does not have a significant relationship with teacher performance; commitment does not have a significant relationship with teacher performance; the majority of teachers, especially those in government and denominational private schools are committed to their work while those in for-profit-making schools are less committed and this greatly impacts on their performance. The study further revealed that teachers have a positive attitude towards the teachers' code of conduct

In addition, Quinn (1997), cited in Nabukenya (2010) assessed the effects of teacher professionalisation, by examining the relationships between a selected set of characteristics, traditionally associated with professions and professionals, and their commitment to teaching careers in the United States of America. Findings revealed that there were differences in teacher commitment, and significant relationships between school-level characteristics and commitment and that some characteristics of professionalization are related to teacher commitment while some are not.

Choy, Shan, Hun, and Bann (1993), cited in Nabukenya (2010) investigated teacher professionalisation and commitment in a multi-level analysis' where they found that those proponents of teacher professionalization have argued that an improvement in the commitment of teachers is one of the outcomes most likely to be positively affected

by the new teacher reform efforts. They argued further that increasing the commitment of teachers is an important first step in the process of school reform.

Research Design

A cross-sectional survey design was adopted for the study. This is because it analysed data collected from representatives of the population, at a specific point in time.

Population

There are three hundred and six(306) Public Secondary Schools in Ondo State, Nigeria. The three hundred and six(306) schools constituted the main population of the study while the teachers in these schools were the targets.

Sample and Sampling Technique (s)

The sample for the study consisted of fifteen (15) Public Secondary Schools and one hundred and fifty (150) full-time and government-appointed teachers. To arrive at these, the entire state was stratified into three Senatorial Districts (i.e. Ondo North, Ondo South, and Ondo Central). Out of these, Ondo Central was randomly selected. The selected Senatorial District was also stratified into the respective six Local Government Areas (i.e. Akure South, Akure North, Ondo East, Ondo West, Ifedore, and Idanre). Out of these, Akure South and Akure North Local Government Areas were randomly selected. Akure South LGA has twenty-eight Public Secondary Schools out of which ten (10) Public Secondary Schools were randomly selected, comprising one single-sex boy (selected from two), one single-sex girl (selected from two), and eight (8) co-educational (mixed) schools, selected from twenty-four). Akure North LGA has ten (10) co-educational (mixed) public secondary schools. Out of these, five (5) schools were randomly selected. ten (10) teachers, including five (5) males and five (5) females, were randomly selected from each Public Secondary School. Altogether, one hundred and fifty (150) teachers were selected and used for the study. The selection of the sample was achieved through multistage, stratified, and simple random sampling techniques.

Research Instrument

A questionnaire on the perception of the impacts of teaching professionalisation was designed and used to gather the required data and information. The questionnaire is divided into Sections A and B. Section A contains questions, aimed at gathering the background information of the respondents (i.e. the teachers). In Section B, there are fifteen (15) statements, bordering on teachers' perception of the impacts of teaching professionalisation in Nigeria. Each statement is followed by four options: Strongly

Agree, Agree, Disagree, and Strongly Disagree where a respondent is required to select the best option in response to each statement. The option Strongly Agree has a score of 4, Agree has a score of 3, Disagree-2, and Strongly Disagree-1. It thus implies that a 4-point Likert scale was adopted for the study. The researcher considered it unnecessary to include 'undecided' among the options because of the confusion it creates during interpretation.

Validity of Instrument

A copy of the draft questionnaire was given to colleague-researcher (i.e. a lecturer in a university) for further review, critique, and suggestions. The final Questionnaire was obtained after taking into cognisance and effecting the corrections suggested.

Reliability of Instrument

To achieve the reliability of the questionnaire, Test-Retest Method was adopted. Twenty (20) teachers were given the questionnaire to complete. After a week, the same questionnaire was administered to the same group of teachers. The results of the two tests were correlated using the Product Moment Correlation Coefficient formula. In the end, a high correlation value (i.e. 0.90) was obtained which signifies that the instrument is reliable.

Method of Data Collection

The researchers visited the selected schools personally to collect the data and information required for the study. Copies of the questionnaire were administered to the selected teachers in each school while procedures for their completion were explained. To give room for proper attention to items in the questionnaire, two weeks were allowed for the completion of these by the selected teachers. The assistance of a teacher (i.e. research assistance) was however sought, to assist in ensuring proper completion of the questionnaire and retrieval at the end.

Method of Data Analysis

Data gathered were analysed using frequency count and percentage. The hypothesis was tested using the chi-square statistic.

Data and Analysis

Table 1: Impacts of professionalisation on teaching

S/N	In my opinion, the professionalisation of teaching will:	SA	A	D	SD	Mean	Decision
1.	improve the commitment of teachers	70	61	9	10	3.27	Agree
2.	improve teaching effectiveness	93	47	7	3	3.53	Agree
3.	improve the academic performance of students	28	38	52	32	2.41	Disagree
4.	decrease the number of teachers in schools	103	45	1	1	3.67	Agree
5.	improve the quality of teachers	32	43	38	37	2.47	Disagree
6.	improve the standard of education	69	54	11	16	3.17	Agree
7.	improve the motivation of teachers	51	46	40	13	2.90	Agree
8.	improve the accountability of teachers in teaching	29	33	46	42	2.33	Disagree
9.	cause apathy of most teachers	47	37	48	18	2.75	Agree
10.	improve the status of teaching and teachers in the society	90	59	0	1	3.59	Agree
11.	ensure effective monitoring of teachers and teaching in schools	41	34	47	28	2.59	Agree
12.	reduce job conflicts in schools	46	57	29	18	2.87	Agree
13.	improve the teachers-administrators relationship in schools	45	36	51	18	2.72	Agree
14.	checkmate the influx of unqualified candidates into the teaching	84	62	3	1	3.53	Agree
15.	improve teachers-government relationship	3	17	59	71	1.68	Disagree

Answers to Research Questions

Q1: Will the professionalisation of teaching help to improve the commitment of teachers?

As indicated in the table above, comparing the mean value with the expected mean showed that the professionalisation of teaching helps to improve the commitment of teachers.

Q2: Will the professionalisation of teaching help to improve the academic

performance of students?

The table above showed that the professionalisation of teaching does not improve the academic performance of students in the state.

Q3: Will the professionalisation of teaching help to improve the standard of education in the state?

Also, table 1 above showed that the professionalisation of teaching helps to improve the standard of education in the state.

Q4: Will the professionalisation of teaching help to improve teachers' administrator relationships in schools in the state?

It is vividly clear as stated in the table above that, the professionalisation of teaching helps to improve teachers' administrator relationships in schools in the state.

Q5: Will professionalisation of teaching help to checkmate the influx of unqualified teachers into teaching?

Research stated that professionalisation of teaching helps to checkmate the influx of unqualified teachers into teaching.

Q6: Will the professionalisation of teaching help to improve the status of teaching and teachers?

Table 1 showed that the professionalisation of teaching helps to improve the status of teaching and teachers.

Test of Hypothesis

Ho: There is no significant difference in the perception of male and female teachers on the impacts of professionalisation of teaching.

H1: There is a significant difference in the perception of male and female teachers on the impacts of the professionalisation of teaching.

Table 2: Statistics for testing hypothesis

Variables	N	Number of Question Items	DF	$X^2_{(cal)}$	$X^2_{(tab)}$
Male	75	15	14	5.4969	6.57
Female	75				

As indicated above, $X^2_{(cal)}$ (5.4969) is less than $X^2_{(tab)}$ (6.57), at a 0.05 level of significance. The null hypothesis is therefore accepted which implies that there is no significant difference in the perception of male and female teachers on the impacts of professionalisation of teaching.

Discussion of Findings

A lot of findings were revealed in this study. First and foremost, it was revealed that the professionalisation of teaching will likely improve the commitment of teachers. It is not a gainsaying that many teachers are not committed to the job in Nigeria. It is thus

hoped that the professionalisation of teaching will bring many benefits for the teachers, one of these being improved commitment to the job. The finding thus agrees with that of Quinn (1997), cited in Nabukenya (2010) and Choy, Shan, Hun, and Bann (1993), also cited in Nabukenya (2010), indicated in the reviewed literature.

The study also revealed that the professionalisation of teaching will likely improve the academic performance of students. It is indeed a fact that the poor academic performance of pupils and students in internal and external examinations has been an issue of great concern to the government and other stakeholders in education in Nigeria. Over the years, there have been many hues and cries on the decreasing performances of children in schools. If teaching is professionalized, it is hopeful that it will improve the commitment of teachers which may result in the improved academic performance of the students.

Thirdly, it was revealed that the professionalisation of teaching will likely improve the standard of education in Nigeria. If there is improved academic performance of the students through the improved commitment of the teachers, there is bound to be an improved standard of education. Also, it was revealed that the professionalisation of teaching will improve teacher-administrators' relationships in schools. The improved status of teachers will serve as motivation for the teachers and encourage harmonious relations with the schools' administrators.

Moreover, the study found that the professionalisation of teaching will likely checkmate the influx of unqualified teachers into teaching in Nigeria. The finding did not come as a surprise because, in Nigeria, it is an issue of concern that teaching harbours many graduates who ordinarily should not have been in the occupation. If it is thus professionalised, there will be strict conditions for a teacher to become professionalised. Those unqualified teachers will be shown the way out.

In addition, the study found that the professionalisation of teaching will likely improve the status of teaching and teachers in Nigeria. This finding did not come as a surprise because the associated benefits of professionalisation will lead to the improved status of teachers and teaching. This finding thus confirmed the finding of the study of Osunde and Izevbigie (2006) as indicated in the reviewed literature.

It was also revealed in the study that there was no significant difference in the perception of male and female teachers on the impacts of professionalisation of teaching in Nigeria. This finding could be attributed to the fact that the respondents, who were teachers, were objective in their approach to the statements in the questionnaire. Rather than allow gender to affect their judgment on each statement, they have chosen to be objective which could have resulted in no significant difference. The finding also negates the finding of Lawal (2012) earlier indicated in the reviewed literature.

Conclusion and Recommendations

Based on the findings of the study, it can be concluded that professionalisation of teaching in Nigeria, if achieved, will improve: the: commitment of teachers; academic performance of students; standard of education; status of teaching and teachers; and decrease the number of unqualified teachers in schools; just to mention a few. Based on the findings, the government should take the bull by the horn by professionalising teaching fully in Nigeria. Because of the envisaged effect of such professionalisation on the number of teachers in the educational system, the government should also recruit additional teachers for distribution to schools so as not to create a vacuum when the unqualified teachers will eventually leave the profession.

References

- Achimugu L (2000). *The agonies of Nigerian teachers*. Ibadan: Heinemann Education Publishers Limited.
- Adeoye, Y.M., Afolabi, F.O., & Oyetayo, M.O. (2014). The professionalization of teaching through functional teacher education in Nigeria. *European Scientific Journal*, 10(4), 107-118.
- Adesina, S. (1977). *Planning and educational development in Nigeria*. Lagos, Nigeria: Educational Industries.
- Adeyinka, A.A. (1971). *The development of secondary grammar school education in the western state of Nigeria, 1908-1968*. M.Ed. Dissertation, University of Ibadan
- Akinduyo, T. E (2014). Teaching profession in Nigeria: Issues, problems and prospects *International Journal of Scientific and Research Publications*, 4(11), 1-3.
- Aminu, A., W., & Isah, A. A. (2015). An X-ray on Problems associated with teaching profession at secondary school level in Niger State, Nigeria. *International Journal of Scientific and Research Publications*, 5(11), 236-239.
- Dada, S., Fadokun, J.B. (2010). *Professional ethics in teaching; The training and development challenges*. Online, available at <http://www.data.up.ac.za/presentation/word/dat.pdf>. 02/11/2012
- Fafunwa, A. B. (1974). *History of education in Nigeria*. U.K; George Allen & Urwin Limited.
- Famade, A.O. (2001). *Sociological foundations of education*. Lagos, Nigeria: Pumack Nigeria.
- Fareo, D. O. (2015). Professionalization of Teaching in Nigeria: Strategies, Prospects, and Challenges *Journal of Education and Learning*. 9(3), 190-196.
- Fatemam, M., & Muath, E. (2013). Job satisfaction and organizational commitment: A correlational study in Bahrain. *International Journal of Business, Humanities and Technology* 3(5), 43-53.
- Federal Republic of Nigeria (2004). *National policy of education (Revised)*. Abuja, Nigeria; Federal Government Press.
- Felice J. L, & Nath E. B (2015). *Social science professions and professionalization, in International Encyclopedia of the Social & Behavioral Sciences (Second Edition)*

- Hoyle, E. (2001). *Teaching as a profession*, in International Encyclopedia of the Social & Behavioral Sciences Teachers Registration Council of Nigeria Act, in <https://www.trcn.gov.ng/trcnact.html>
- Jekayinfa, A. A. (2000). Development of teacher education in Nigeria. *West African Journal of Education Research*, 3(1), 129-133.
- John, O. A. (2006). *Reflections on becoming a teacher and the challenges of teacher education*. Inaugural Lecture, Series 64, Faculty of Education, University of Benin, Benin-City, Nigeria.
- Lawal, B. O. (2012). Analysis of parents, teachers and students' perception of teaching profession in South-West Nigeria. *Asian Social Science*, 8(1), 119-124.
- Mgbodile, T.O. (1985) Professionalism and teacher education in Nigeria, in Mgbodile et al (ed.), CON Monograph Series: Issues in Teachers and Science Curriculum in Nigeria
- Nabukenya, M. (2010). *Influence of teachers' professionalism on teacher performance in busirocounty secondary school, Wakiso District, Kenya*. Unpublished M. ED Dissertation, Makerere University, Uganda.
- National Teachers Institute (2000). *NCE/Distance Learning Program module on Education*. Kaduna, Nigeria: National Teachers Institute.
- Okeke, B.S. (2004). *Teaching in Nigeria. The bureaucracy of professionalism*. Port Harcourt: Mercury International Publishing Nigeria.
- Osunde, A., & Izevbige, T. (2006) An assessment of teachers and teaching profession in Midwestern Nigeria. *Education*, 126, 462.
- Osunde, A. U., & Omoruyi, F. E. O. (2005) An assessment of the status of teachers and the teaching profession in Nigeria. *Australian Journal of Adult Learning*, 45(3) 411-419.
- Oxford Advanced Learners Dictionary of English*. UK: Oxford University Press.
- Wikipedia: The Free Encyclopedia, in https://en.wikipedia.org/wiki/student-teacher_ratio
- Yusuf, M.A., Afolabi, F.O. and Oyetayo, M.O. (2014). Professionalization of teaching through functional teacher education in Nigeria. *European Scientific Journal*, 10(4). 107-118.

Questionnaire on Perception of Teachers on the Impacts of Teaching Professionalisation

Dear Sir/Ma,

This questionnaire is meant to gather data and information on your perception of the impacts of teaching professionalisation in Nigeria. It is divided into Sections A and B. You are required to supply the necessary data and information in Section A, where appropriate, and tick one of the boxes provided. In Section B, statements bordering on the impacts of the professionalisation of teaching in Nigeria. Each statement is followed by four options: Strongly Agree (A), Agree (A), Disagree (D), and Strongly Disagree (SD). You are please required to tick one of the options that correspond to your best opinion on each statement. Kindly note that the data and information supplied will be treated confidentially and used only for academic purposes.

Section A: Demographic Information and Data

Name of School:

Location:

Year established:

Age Bracket: 1 – 10 years [] 11 – 20 years [] 21 – 30 years []

above 30 years []

Type of School: Single Sex [] Coeducational []

Your Gender: Male [] Female []

Marital Status: Married [] Single []

Highest Qualification: NCE [] HND [] B.ED [] B.SC [] BA []

B.SC+PGDE [] BA+PGDE [] HND+PGDE []

Others []

Years of Experience in Teaching: 1 – 10 years [] 11 – 20 years []

21 – 30 years [] Above 30 years []

Grade Level in Service: 1 – 5 years [] 6 – 10 years [] 11 – 15 years []

16 – 20 years [] above 20 years []

Section B

In this section, you are required to read and tick one of the options, in response to each statement.

S/N		SA	A	D	SD
	my opinion, professionalisation of teaching will help to:				
1.	improve the commitment of teachers				
2.	improve teaching effectiveness				
3.	improve the academic performance of students				
4.	decrease quantity of unqualified teachers in schools				
5.	improve the quality of teachers				
6.	improve the standard of education				
7.	improve the motivation of teachers				
8.	improve the accountability of teachers in teaching				
9.	cause apathy of most teachers				
10.	improve the status of teaching and teachers in the society				
11.	ensure effective monitoring of teachers and teaching in schools				
12.	reduce job conflicts in schools				
13.	improve the teachers-administrators relationship in schools				
14.	checkmate the influx of unqualified candidates into teaching				
15.	improve teachers-government relationship				