



A STUDY ON THE ATTITUDE OF EDUCATION GRADUATES TOWARDS TEACHING PROFESSION IN SOKOTO METROPOLIS

Abubakar Abdullahi Umar¹ and Buhari Aliyu Gobirawa²

¹Department of Educational Psychology, Shehu Shagari College of Education, Sokoto

²Sokoto State Teachers Service Board

ABSTRACT: *This study is on the Relationship between attitudes of education graduate towards teaching profession. A total number of three hundred and forty-six (346) respondents were selected as sample for the study, also a total number of five (5) schools were purposively selected three Boards (3) under Ministry of education Sokoto. The one (1) instrument used for the research was attitude towards teaching profession Questionnaire (ATTPQ). Also, three (3) hypotheses were generated and tested using Pearson Moment Correlation Coefficient. Result shows that there was a positive relationship between attitudes of education graduate towards teaching profession. Some of the recommendations are: The Ministry of Education and policy makers should take some measures and develop new teaching policies, and provide additional opportunities to develop consciousness on teaching profession.*

KEYWORDS: Attitude, Education, Graduate, Teaching Profession, Training, Nigeria

INTRODUCTION

The global claim that education is a major sure and potent instrument for the attainment of sustainable development in all human society today cannot be over emphasized. Education is conceived as a powerful agency which is instrumental in bringing about the desired changes in the social and cultural life of a nation. Developing countries face barrage of extra-ordinary problems among which are object poverty, ignorance etc. The solution of course, lies in proper education of the citizenry. Ogunna cited in Okemakido, (2013) explain that education help cushion high rate of literacy effect, emancipate the masses from the shackle of ignorance, equipping them with cognitive skills to introduce development and make them aware politically, economically and socially. It also, enable them produce and develop learning human resources, producing caliber of personnel imbued with skills for productivity.

In psychology, attitude is a psychological construct, a mental and emotional entity that inheres in, or characterizes a person. They are complex and an acquired state through experiences. It is an individual's predisposed state of mind regarding a value and it is precipitated through a responsive expression toward a person, place, thing, or event which in turn influences the individual's thought and action. Prominent psychologist Gordon Allport described this latent psychological construct as "t"

Though there is a frequent discontinuity between various groupings because related approaches have focused on different sets of phenomena but still such classification is valid from practical point of view. Cognitive Consistency Theories:



Research has generally concluded that people seek consistency among their attitudes and between their attitudes and their behaviour. This means that people seek to reconcile divergent attitudes and align their attitudes and behaviour so that they appear rational and consistent. When there is an inconsistency, forces are initiated to return the individual to an equilibrium state where attitudes and behaviour are again consistent. This can be done by either altering the attitude or the behaviour or by developing a rationalization for the discrepancy.

Education graduate teachers play a crucial role on the development of learning second-language skills of the learners. Positive attitudes and actions employed by them make positive change on the lives and professional development of their students. According to Chastain (1998), teachers (graduates) positive attitudes, emotions and feelings towards themselves, the class, the language, learners and culture of the language promote the quality of teaching and learning. Attitude is defined as a complex mental state involving beliefs and tendency to react in a way towards a designed class of stimuli (Anastasi, 1957). In order to promote learners positive, attitude and good feelings graduate should respond to their various interests and needs, help them develop positive self-concepts and co-operative attitude by listening to them. Additionally, they should provide clear feedback for them, help them to comprehend what they are going to do in class, encourage them to develop intrinsic motivation and discover their capabilities and take responsibilities to develop skills for learning. It is clear that only education graduate teachers employing positive change on lives of their students.

Brown (2001) states that the roles teachers play and the styles they develop will merge to give them tools for creating a classroom climate that is positive, stimulating, and energizing. Teachers who are highly motivated and have positive attitudes towards their profession can establish good relationships in classes, create positive energy, facilitate the process of learning, provide advice and counsel when students seek it, which all enhance the quality of teaching. It should be considered that pre-service and in-service teachers should be ready and enthusiastic to take such great responsibilities and there is need to train, encourage and help them develop their teaching skills permanently.

In Nigeria, and other countries like Turkey, teacher training under the responsibility of Ministry of Education has gained importance and improved qualitatively and quantitatively (Terzi and Tezci, 2007). After 1982 The Higher Education Council and the Ministry of Education have become responsible to train teachers related to teaching profession. These training programmes are hoped to equip teachers with necessary characteristics while performing their professions.

Since teachers' personality and attitudes are significant contributors to teaching and learning, many researchers have set off to determine teachers' attitudes towards their profession.

Statement of the Problem

Understanding education graduate attitude towards teaching profession is the first step to improving their quality of teaching in the class room.

Understanding and addressing negative attitude may contribute to increased graduates' willingness to the teaching profession. Research on education graduates' attitude towards teaching profession shows that graduate teachers are living the profession and choose another



profession which they consider to be as white collar job or they consider it to be better in their future.

Education graduate attitude formation is related to social cognition represented in memory. A level and its application rules an assessment or appreciation and a cognitive structure that supports the assessment performed.

Furthermore, the researcher considers the important to point out that if future graduate have a positive towards their teaching profession, they may easily develop their future students' intrinsic motivation for learning and also develop interest to the teaching profession, they would be more involved in the diversification and personalization of teaching and learning situation.

Research Questions

The following are the research questions that this research answered:

1. Is there any significant relationship between male education graduate students and their attitude towards teaching profession?
2. Is there any significant relationship between female education graduate students and their attitude towards teaching profession?
3. Is there any significant relationship among education graduates' students and their attitude towards teaching profession?

Objectives of the Study

1. To examine the significant relationship between male education, graduate students and their attitude towards teaching profession.
2. To find out the significant relationship between female education graduate students and their attitude towards teaching profession.
3. To investigate the significant relationship among education graduates' students and their attitude towards teaching profession.

Research Hypotheses

1. There is no significant relationship between male education graduate students and their attitude towards teaching profession.
2. There is no significant relationship between female education graduate students and their attitude towards teaching profession.
3. There is no significant relationship among education graduates' students and their attitude towards teaching profession.

Methodology

The purpose of this research was to examine attitude of education graduate students towards teaching profession. The research therefore, relies on descriptive and co-relational survey method. A correlational study as quoted in Abdullahi (2014) was a frequently used types of



research that was concerned with determining the extent of relationship existing between variables. This design will be used to ascertain the extent to which variable in one variables were associated with variation in another. The researcher was interested in finding out of independent variable was related to the dependent variable.

Population of the Study

The population for this study consisted of all education graduate in senior secondary school in Sokoto metropolis, with the total population of three thousand nine hundred and fifty (3,950) from forty-three (43) senior secondary schools in Sokoto metropolis. This involved teachers from teachers' service Board, Science and Technical Education Board and those under Arabic and Islamic Education Board.

Sample and Sampling Techniques

According to Salawu cited in Bima (2014) if within a population there are certain elements the researcher believes are of particular to his study, the only way to ensure this is to deliberately select them. The researcher deliberately selected five (5) schools within the metropolis.

The study involved a total number of 346 respondents from five selected secondary school graduate teachers in the metropolis. Two schools were selected from Sokoto State Teacher's Service Board, two schools from Science and technical Education Board and one School from Arabic and Islamic Education Board. Percentages is worked out to get proportionate number of each school, after which a simple Random Sampling Technique using a lucky dip method of yes and no selected the respondents of each school was employed. The population of each school was divided by the total number of the five (5) selected schools and then multiplied by samples size of a given population.

Instrumentation

In order to obtain the data for this study one instrument was used namely: self design Attitude towards teaching profession (ATTPQ).

Method of Data Collection

The questionnaire was personally distributed by the researcher to the respondents in five selected schools in Sokoto Metropolis. The questionnaire was filled and returned by the respondents for data analysis.

Method of Data Analysis

Data were collected and analyzed by the use of inferential statistics. Hypothesis was analyzed by the use of Pearson Product Moment Correlation Coefficient signified by the letter "r" because it measured the relationship between two variables.



DATA PRESENTATION

The analysis of the data was made by using both descriptive and inferential statistics. Descriptive statistics of the findings of the study were presented in tables 1 and 2. These are the primary data obtained from the respondents.

Table 1: Distribution of Respondents by Gender.

Gender	Frequency	Percent
Male	233	67.3
Female	113	32.7
Total	346	100.0

Source: Researcher's Field Work, 2018.

Table 1 presents the data based on the gender of the respondents. It shows that out of 346 respondents, two hundred and thirty-three (233) representing 67.3 percent were male while one hundred and thirteen (113) representing 32.7 percent were female.

Table 2: Distribution of Respondents According to Schools

School Type	Frequency	Percent %
SBSS Sokoto	71	21%
GGDSS R/Sambo Sokoto	73	21%
NCS Sokoto	64	18%
GGC Sokoto	66	19%
HABMAS Sokoto	72	21%
Total	346	100.0

Source: Researcher's Field Work, 2018.

Table 2 presents respondents according to schools Sultan Bello Secondary School Sokoto 21%, Government Day Secondary School Sokoto 21%, Nagarta College Sokoto has 18% and Hafsat Ahmadu Bello Model Arabic Secondary Sokoto has 72 or 21% respondents respectively.

Hypotheses Testing

HO₁ There is no significant relationship between male education graduate and attitudes toward teaching profession.

**Table 3: Relationship between male education graduate and attitude towards teaching profession**

Variables	N	Mean	Std. Deviation	r-Cal	p-value	Decision
Male Edu Graduates	346	150.86	27.904	.906	.000	H ₀ Rejected
Attitude towards teaching profession	346	72.45	21.520			

From table 3 it can be seen that the relationship between male education graduate and attitude towards teaching profession, results in a high calculated r-value of .906 and a p-value of .000 at 0.05 level of significance. This indicates that male education graduates have relationship with their attitude toward teaching profession. Thus, the hypothesis is rejected.

HO₂ There is no significant relationship between female education graduate and attitudes toward teaching profession.

Table 4: There is no significant relationship between female education graduate and attitudes toward teaching profession.

Variables	N	Mean	Std. Deviation	r-Cal	p-Value	Decision
Female Edu Graduates	233	78.8	16.7	.506	.000	H ₀ Rejected
Attitude towards teaching profession	233	34.4	10.8			

From table 4 It can be seen that the relationship between female education graduate and attitudes toward teaching profession results in a high calculated r-value of .506 and a p-value of .000 at .05 level of significance. This indicates that female education graduates have relationship with their attitude towards teaching profession the hypothesis is rejected.

HO₃ There is no significant relationship between education graduate and their attitude towards teaching Profession.

Table 5: Relationship among Education Graduate and their Attitude towards teaching Profession

Variables	N	Mean	Std. Deviation	t-Cal	t-critical	Decision
Education Graduate	113	72.1	16.8	.705	.000	H ₀ Rejected
Attitude towards teaching Profession	113	38.1	11.6			



From table 5 it can be seen that the relationship between education graduate and their attitude towards teaching profession result in a calculated t-value of .71 and a p-value of 0.000 at 0.05 level of significance. This indicates that education graduate and their attitude towards teaching profession has relationship with their job performance. Thus, the hypothesis is rejected.

DISCUSSION

This study firstly was an investigation of the attitudes of education graduate towards teaching profession. The mean scores of the positive items show that students have positive attitudes towards teaching profession and the Grand Mean of the positive items was found in a high calculated r-value of .906 and a p-value of .000 at .05 level of significance. This finding was in line with a number of studies (Güneyli and Aslan, 2009; Do'an and Çoban, 2009; Yeil, 2011) who used in their studies the same scale developed by Çetin, (2006). When the differences between classes were examined, no significant difference was determined between classes. The freshman students' positive attitude mean score ($M=4.25$) was close to the mean score of the senior students' mean score ($M=4.27$). This finding is promising for teaching profession. The level of attitude scores of junior students shows that they prefer this profession consciously. Both they love to be teachers, and on the other hand, I believe they are aware of the fact that they can find a job more easily than the other faculty graduates. It is our responsibility that they maintain this enthusiasm and eagerness and if possible to increase the level of their positive attitudes. It seems to be reasonable that these freshman students can be observed in a longitudinal study; the attitude differences of the students should be observed and retested to see the differences between 1st and 4th years. Another important point is to question the reason why the senior students have similar level of positive attitudes although they have taken more courses related to teaching than the junior students. It might be the concern about being unsuccessful in the Public Personnel Selection Exam (KPSS exam) that they have to take or the final projects they have to finish on time. This issue requires an in-depth investigation. In a further study, it is suggested that burnout levels of the 4th year students should be determined, and then, the relationship between their burnout levels and attitudes should be examined.

The relationship between female education graduate and attitudes toward teaching profession results in a high calculated r-value of .506 and a p-value of .000 at .05 level of significance. This indicates that female education graduates have relationship with their attitude towards teaching profession the hypothesis is rejected. This is contrary to the finding of the descriptive analysis of the demographic information revealed that female students ($M=4.3006$) had more positive attitudes than the males ($M=3.9339$). This is not a surprise finding since both in Turkey and in the world there are some similar research findings confirming the findings of this study (Oruc, 2011; Terzi and Tezci, 2007; Dogan and Coban, 2009; Yerzi, 2011). There is a tendency that teaching profession is mostly attributed to women. This might be due to the reason that mothers are the first teachers of their children. The study carried out by Oruc, (2011), whose study is in line with this study, has significance because the participants are ELT teacher trainees and the attitude scale used to gather data was designed by Cetin (2006) as in this present study.



Anatolian Teacher Training High Schools are supposed to prepare students to become highly motivated effective teachers but when the attitude differences of those students according to school graduation were examined, no significant differences were found among groups in this study. Whereas, the researcher had assumed that the students who had graduated from Anatolian teacher training schools would have higher positive attitudes towards the teaching profession than the other groups. Celikoz and Cetin (2004) stated that one of the aims of Anatolian Teacher Training High Schools is to train and prepare students for the education faculties where they become teachers. According to Kirbiyik, (1995) the ones who would like to become teachers should prefer to study at Anatolian teacher training schools before they start to study at university and psychologically be ready for the profession.

CONCLUSION

This study examined the relationship between education graduate and their attitude towards teaching profession. This study shows that variable such as attitude education graduates towards teaching profession of male and female education graduates. The findings revealed that 67.3 percent were male while 32.7 percent were female education graduates. The study revealed that both male and female education graduates' attitudes were significantly related to their teaching profession. The study also shows that there is significant difference between the attitudes of male and female education graduates and equally different in their teaching profession.

RECOMMENDATIONS

1. Effective attitudes and actions employed by teachers can positively change their lives in teaching profession, so it will be helpful to examine the male educational experiences, attitude differences and offer them some useful programs, which will illuminate them from living the service which they were train for.
2. Determining some factors effecting education graduate to choose the teaching as a profession, level of their positive or negative attitudes will highlight teacher education programs, implemented in the educational system.
3. Teacher training programs need to provide education graduates with knowledge and experiences with cultural diversity, and aim to help trainees be independent individuals, demonstrate positive attitudes, and encourage them to be creative and take responsibility for their development.

REFERENCES

- Abdullahi, A. U. (2014). Self-concept and Motivation for Occupational Preference. Unpublished M. ed Thesis Usmanu Danfodiyo University, Sokoto.
- Anastasi, A. (1957). Principles of psychological testing. USA: Mc Millan Company.
- Brown, H.D. (2001). Teaching by principles: An interactive approach to language pedagogy. USA: Longman.



- Çeliköz, N., and F. Çetin. (2004). Anadolu Öğretmen lisesi Öğrencilerinin Öğretmenlik Meslesine yönelik tutumlarının etkileyen etmenler. Milli Eğitim Dergisi, 162.
- Celikoz, N., and F. Cetin. (2004). Çetin, F. (2006) Pre-service Teachers' Teaching Learning Conception. Dergisi, 18, 28-37.
- Çetin, S. (2006) Öğretmenlik mesleği tutum ölçeğinin geliştirilmesi: Geçerlik ve güvenirlik Çalışması. Gazi Endüstriyel Sanatlar Eğitim Fakültesi Dergisi, 18, 28-37.
- Chastain, K. (1998). Developing second-language skills: Theory and practise. USA: Harcourt Brace Jovanovich.
- Dogan, T., and A. E. Çoban. (2009). Eğitim Fakültesi Öğrencilerinin Öğretmenlik mesleğine Yönelik tutumları ile kaygı düzeyleri arasındaki ilişkisinin incelenmesi. Education and Science, 34, 153.
- Dogan, T., and A. E. Coban. (2009). The investigation of the relations between students' attitude towards teaching. Education and Science, 34, 153.
- Goodlad, J. (1990). Teachers for our nation's schools. San Fransisco, CA: Jossey-Bass.
- Gourneau, B. (2005). Five attitudes of effective teachers: Implications for teacher training, usca/edu/essays,13: 1-8
- Güneyli, A., and C. Aslan. (2009). Evaluation of Turkish prospective students' attitudes towards teaching profession (Near East University case). Science Direct, 1, 313-319.
- Gürbüz, H., M. Kisoglu. (2007). Attitudes of and science and art faculty students' and education faculty students' attitudes towards teaching profession. Erzincan Eğitim Fakültesi Dergisi, 9-2.
- Kirbiyik, H. (2005). Fen ve matematik öğretmenlerinin eğitimi. Uluslararası Dünya Öğretmen Eğitimi Konferansı Bildirileri, 27 Ağustos-2 Eylül 1995. Ankara, 176-186.
- Kirbiyik, H. (2005). Fen ve matematik Öğretmenlerinin eğitimi. Uluslararası Dünya Öğretmen Eğitimi Konferansı Bildirileri, 27 Ağustos-2 Eylül 1995. Ankara, 176-186.
- Korkmaz, S. Ç. and A. Yavuz. (2011). ELT student teachers' perspectives of an effective English Teacher. Eğitimde Kuram ve Uygulama, 7, (2):207-229.
- Landis, J. F. (1977). Building a Successful Marriage, Prentice Hall New York, Jessy.
- Lee, G. F. (1979). Deconstructing Job Satisfaction: Human Resource Management Review, 12: 173-194.
- London. M. & Smither J. W. (1999). Career Related Continuous Learning in G. R. Ferris (Ed) Research in personnel and Human resources mgt, (pp. 81-121) Stamford, CT: JA 1 press.
- Oruç, N. (2011). The perception of teaching as a profession by turkish trainee teachers: Attitudes towards being a teacher. International Journal of Humanities and Social Science, 1, (4): 83-87.
- Özsoy et al, (2010). Factors affecting pre-servive teachers' choice of teaching as a profession Elementary Education Online, 9 (3), 910- 921. [Online]: [http:// ilkogretim- online. Org.tr](http://ilkogretim-online.Org.tr).
- Terzi, A. R., and E. Tezci. (2007). Necatibey Eğitim Fakültesi Öğrencilerinin Öğretmenlik mesleğine ilişkin tutumları. Educational Administration: Theory and Practice, 52, 593-614.
- Üstüner, M. (2006). Öğretmenlik mesleğine yönelik tutum ölçeğinin geçerlik ve güvenirlik Çalışması. Eğitim Yönetimi, 12, 45, 109-127.
- Yeldurum, A., and H. Simsek. (2008). Sosyal bilimlerde nitel araştırma yöntemleri. 7. Baskı, Ankara: Seçkin Yayıncılık.
- Yesil, H. (2011). Turkish language teaching students' attitudes towards teaching profession. International Online Journal of Educational Sciences, 3-1, 200- 219.