

Attitudes of Undergraduate towards Teachers and the Teaching Profession: A Case Study of a Few Selected Departments of Management Faculty, Usman Danfodiyo University Sokoto State

Ufoaroh Ebele Theresa^{1*}, Molokwu Ifeoma Mirian², Ezeanolue Uju Scholastica³ and Udemezue Annulika³

¹*Department of Cooperative Economics and Management, Anambra State Polytechnic Mgbakwu, Anambra State, Nigeria.*

²*Department of Accountancy, Anambra State Polytechnic Mgbakwu, Anambra State, Nigeria.*

³*Anambra State Polytechnic Mgbakwu, Anambra State, Nigeria.*

Authors' contributions

This work was carried out in collaboration between all authors. All authors read and approved the final manuscript.

Article Information

DOI: 10.9734/AJEBA/2018/43713

Editor(s):

(1) Dr. Maria Ciurea, Associate Professor, Department of Economics Sciences, Faculty of Sciences, University of Petrosani, Romania.

Reviewers:

(1) Aina, Jacob Kola, University of the Western Cape, South Africa.

(2) Emir Hüseyin Özder, Baskent University, Turkey.

(3) Ignatius Isaac Dambudzo, Zimbabwe Open University, Zimbabwe.

Complete Peer review History: <http://www.sciencedomain.org/review-history/26536>

Case Study

Received 22 June 2018
Accepted 09 September 2018
Published 06 October 2018

ABSTRACT

In this study, Attitudes of undergraduates towards teachers and the teaching profession was examined to properly ascertain how the attitudes of undergraduate towards their teacher affect their chances of choosing teaching as their future profession. Two sources of the data were used for this research work; they are primary and secondary sources of data. A total population of (6280) students and lecturers combined were deemed suitable to take part in this research study after the approval of my letter to the dean faculty of management sciences, Usman Danfodiyo University Sokoto state for permission to carry out this research work was granted. Yaro Yamani sampling technique was used to determine the sample size for this research in which it scientifically selected

*Corresponding author: E-mail: UfoarohEbele@gmail.com;

three hundred and seventy six (376) respondents for the study. Questionnaires were given to the respondents of which some were completely answered and returned. The descriptive statistical method was applied to analyze the data that were produced for this study. This was further helped by tables showing questions from the questionnaire, the response of Yes and response of No, and their percentages. The general regression analysis was used to test the relationship between the variables while goodness-of-fit statistical analysis was used to test the significance of the variables. This research study reveals that undergraduate's attitude towards their teachers to a large extent influence their choice of profession. This means that students are dependent on their lecturers/teachers, guardians, parents and government to guide them towards choosing a better career choice and at the same time see teaching profession for which they really are and not the widely negative assertions they grew up with.

Keywords: Attitude; education; influence; undergraduate; career; choice; etc.

1. INTRODUCTION

Okeke [1] defined teaching as to cause to learn and when learning cannot take place no teaching has been done. He believed that teaching is the mother of all profession that begets other professions. Education is the backbone of every nation has been neglected which have led to the decay of the system in some countries. For example, Iloanya et al. [2] observed that Nigeria education is in a pitiable and critical stage that needs an urgent response from the government and the teaching professional bodies. According to Adelinda et al. [3], nowadays it is pretty common to see more unqualified teachers/lecturers who are no better than the students they teach. In some countries, teaching has earned a very high professional status and large numbers of candidates flock to teaching as a profession of the first choice. Israel and the United States are examples of such countries. One of the reasons why Nigeria has not attained the position of Israel in terms of the high standard of education goes a long way to the history of teaching as a profession in Nigeria. Ogunsola (1974) opined that religion played a big part in the establishment and progress of education in Nigeria. He observed that teachers in the pre-colonial era were more interested in gaining religious converts with neither political nor economic ambitious. This made the schools deploy anybody who could help them spread their mission without considering their qualifications. Each missionary body in Nigeria during the pre-colonial era operated its educational program from the resource available to it. However, the impact of education in the modern world is tremendous. It affects all facets of life socially, economically, morally, politically and otherwise. This led [4], to pinpoint some of the goals of education in our society. He believes that teachers have a significant role to play in the

accomplishment of the educational objectives of any country and this must always be borne in mind. According to Ukeje [4] some of the goals of education are:-

1. To provide people with the minimum skills necessary for them to take their places in the society and to seek further knowledge.
2. To provide people with vocational training that will enable them to be self-supporting.
3. To put people in touch with, and train them to appreciate the cultural achievement of mankind.

It can be seen that teachers are directly involved in each of these three abovementioned educational goals. For example, to make men and women in the society have the necessary skill and be self-supporting, it is the teachers who teach skills and also give the vocational training. Without the teachers in the school, there will be a vacuum in the knowledge of any skill, even when other facilities required for the training are there [5]. Therefore a well planned and directed teaching would lead to the attitudes of critical inquiry, examination of evidence and understanding of root/foundation and effect relationships. Perhaps no need is greater in the world than a real-life problem. Teachers provide the means for such needs. Nigeria as a developing country needs better and well planned educational system to help in the national development [2].

The teachers are to implement these educational goals; therefore the teacher is one of the crucial forces to be considered in the achievement of educational goals in any country. Despite the important roles teachers play towards improving education in many countries of the world, the issue of professional status of the teachers is yet to be resolved. This is because, in many

countries, a teacher's status is not regarded as high as it ought to be. One of such many countries is Nigeria. Thus, the regards for teaching as a job of last resort had started as early as when the missionaries came to Nigeria when most of the schools had a system in which older students were made to teach the younger ones. This humble beginning of teaching in Nigeria has continued to lead to the low status of teachers in Nigeria. The Nigeria government recently started making efforts to upgrade the teaching profession by organizing pre-services and in-service training for teachers, registration of teachers, specification of their minimum accepted qualification for one to be registered and the introduction of National Policy on Education Act [6]. Though attempts are being made to change the perception Nigerians have of teaching, one must realize the perception does not change overnight. In recent years, as opined by Iloanya et al. [2]. The government has realized the importance of training students to fit into the technologically advanced system. This has led to the shifting of emphasis from the acquisition of mere skills to a more advanced technological awareness and acquisition.

1.1 Aim of the Study

The major aim of this study is to investigate the effect of attitudes of undergraduates towards teachers and the teaching profession.

1.2 Hypothesis

Ho1 – Attitudes of undergraduate towards their teachers does not affect their choice of profession.

Ho2– Lecturers attitude towards students does not affect student's choice of profession.

2. REVIEW OF RELATED LITERATURE

2.1 History of Teachers Education in Northern Nigeria

As per some recent studies, there are three important phases in the development of the Teacher Education Programme, which are:

- Period of experimentation
- Period of attempted reorganization
- Period of consolidation and independence

As per some recent studies, the period of experimentation was from 1890 – 1925; it was the period often referred to as the “teacher

evangelist”. Pupils were trained specifically for religious propagation. In such settings, the missionary teacher built schools in their premises and most of their pupils lived with them and formed part of their family. This was true of the “Almajiris” the Islamic schools as well as the early schools established by the Christian missionaries.

The period of attempted reorganization (1925 - 1948): The education ordinance of 1926 helped to bring about some classification of teachers. The third class and second class teachers' certification was replaced by teachers with a higher elementary certificate in accordance with the reorganization of the school system. Elementary education was an eight-year course followed by a six-year post-primary education.

The period of consolidation and independence (1948- present): During this period, it was emphasized that the approach of independence stimulated the need for high-level manpower. In order to meet this need, steps were taken towards a more meaningful method of education planning. This resulted in the founding of institutions, which have contributed to the production of more highly qualified teachers of varying grades.

2.2 The Role of the Teachers/Lecturers in the Process of Education

Education helps to inculcate society's norms, ideals, values, beliefs and moral into the learner in order to make the individual user to the community. This highlights the critical values of the student in the process of education. For any human development to have taken place through education, the learner must have learned from the explanation of what education is all about. It is now a common experience among educators that in addition to the learning of factual knowledge, the learner is also engaged in the acquisition of skills, attitude and value. There is, therefore, a variety of learning procedures or roles that a teacher has to apply in the process of educating a child.

Gagne [7] believes that there are a number of instructional events, which a teacher has to carry out in order for learning to take place. These include:

Motivation: According to Gagne [7], the task of the teacher is to identify the motives of the students and channel them into activities that

accomplish educational goals. Skinner (1938) put it more clearly when he said that motivation is a matter of arranging conditions for studying and learning so that they will be reinforcing. The teaching act, therefore, includes these reinforcing conditions for the benefits of the learner.

Directing Attention: The teacher's task in the teaching act here is to alert attention by identifying the appropriate variation he has to use at any point in the instructional process. These include varying voice pitch, introducing new stimuli, etc. The second component of this attention direction is stimulating selective perception. In this case, the teacher uses methods of highlighting components and features of communication to the learner.

Learning Guidance: Here the act consists of what Brunner [8] called the regenerative character of the learning materials. The teacher's task is to present knowledge in a method that the individual or learner stores the learned material in the long-term memory and recall it when necessary.

Transfer of Learning: The teaching act involves feedback to the learner. Feedback is a form of motivation, Chauhan [9] and is usually encouraged in a good teaching act. Brunner [8] says that the first objective of any act of teaching is to impart knowledge to the learner. Teaching according to him should not however only impart knowledge; it should help to direct the learner to be independent. The teacher's task is to continually help the learner to broaden and deepen knowledge in terms of basic and general ideas through an emphasis on the mastering of skill and general rules, concepts and generalization. These may later be transferred to specific cases of the generalization already mastered.

If a student is to organize his learning in such a way as to make what he learns usable and meaningful, the student needs certain attitudes about the ultimate orderliness of nature and conviction that order can be discovered to instill, such attitude in teaching requires something more than the mere preservation of fundamental ideas. Brunner believes that what it takes to carry out such teaching is a sense of excitement about assessment. Hence the Teaching act consists of those actions and attitudes of the teacher that will bring about assessment in a student. This can further be illuminated by glancing at the conception of the teaching act by Good (1977).

The teaching act according to Good (1977) is determined by the following conditions.

- i. The existence of wide variations in developmental levels among children in most classrooms and in their conceptualizing abilities.
- ii. The relationship between conceptual learning and developmental level, which occurs primarily as a result of a child internalizing his or her own actions on objects.
- iii. The apparent minimal effect of direct verbal instruction in facilitating the advancement of developmental problems beyond their current developmental abilities.

The above conditions normally elicit some characteristic, which the teacher adopts in the teaching act. Teaching, therefore, comprises of the teacher giving some information or in other cases, the teacher leading the discussion where learners are expected to make contributions. In addition to these, the teacher directs the activities of the students and evaluates them. The concept of the teaching acts as held by Brunner and Good (1977) are mutually supportive.

2.3 Professional Training of Teachers at Different Levels

According to Brunner [8], the above position is premised on the fact the "teaching and learning of skills and structures rather than merely mastering the facts and techniques is at the centre of the classic problem of transfer". Meaningful application of skills to life situations (transfer) forms the undergoing of invention and development. This is put in a more vivid perspective by Ohuche (1983) that properly conceived education enables the individual to understand his environment and therefore gains a measure of control over the same. Only through this type of orientation can a society expect to achieve meaningful economic and technological development.

Hence, Nigeria's recent emphasis on educational advancement, especially technological advancement and attendant of such rapid expansion in education created serious problems with regard to the teaching staff of such programmes. The ministries of education in many of Nigeria states have made an effort to solve this impending catastrophe stage

professional teachers are adopting. One of such strategies was sending non-professional teachers already in the teaching of sandwich programmes. Another is the organization of two or more weeks or months of educational psychology. In the same vein, the ministries of education are trying to produce professional teachers through the recruitment of technical college graduate, who are provided with one year teacher education pedagogy in methodology and psychology of teaching. On completion of their program in either the federal advanced technical teachers' colleges, polytechnics, college of technology or they are certified as technical teachers and awarded Technical Teachers Certificate (T.T.C.). The third strategy and one which is distinct from the first two sources is the recruitment of teachers with either the National Certificate of Education, Technical (N.C.E. Tech) or the Bachelors of Science Degree Industrial, Technical (B.Sc.) from advance Technical colleges and universities respectively. This category of technical teachers has a unique feature from the earlier described teachers from industries and graduates of T.T.C. The N.C.E. technical and the B.Sc. Industrial Technical teachers usually have a three and a four-year course respectively, which combines pedagogy and skills of the trade simultaneously. The last but not the least category of professional teacher training is the normal three-year program that leads to the award of a National Certificate in Education (N.C.E.), Bachelor of Arts (B.A.) and Bachelor of Science (B.Sc.) in education by colleges of education, polytechnics and universities.

2.4 The Teacher and the Classroom

Teachers should be aware of the fact that the selection of appropriate approaches of imparting or developing a particular skill to pupils is meant for them. Although these are by no means peculiar to teaching, nonetheless, they have been found to have instructional value for teaching. Thus, in selecting the method of a lesson, the teacher should consider the following as stated by Abdullahi [10]:

1. The student age, their previous knowledge and their general ability. The method of instruction for mixed ability should be distinct from the method that is employed to teach students who are high achievers and homogeneous in ability.
2. Teaching method should be suitable for the topic to be taught. For instance, in

teaching, the effect of dilute mineral acid on metals should be appropriate to be discussed in a laboratory for better learning and teaching.

3. The teacher selects a method that he can effectively handle. This means that if the teacher feels more competent for example in the discussion method, regardless of its limitation that method should be used instead of employing another which the teacher cannot use effectively.
4. The teacher takes into consideration the time the lesson will take place. If a lesson is to take place in continuing, for instance, it is wise to choose a method that required student participation. On the other hand, should the teacher select a method that makes the student sit passively, he should not expect to carry the student along. Therefore, he has to adjust.
5. The teacher also takes the size of the class into account. It has no instructional value, for instance, if a discussion method is used in a class consisting of over one hundred students unless the class is divided into smaller groups.
6. The resources that are at the disposal of the teachers also serve as an important guide in the choice of what the teachers do in the classroom. Where there are no teaching materials and equipment available for appropriate teaching and learning, the teacher improvise. In other words, the selection of what teacher does in base on instructional resources available for effective teaching and learning.

Therefore the frequency with which we change our attitude will depend on the concepts of skill or attitude that is being developed on the student. From all these some principles emerge which are under-grading the teaching acts. These principles include among others: Principles of practice, generalization connection, re-enforcement and motivation. The implication of these principles is that for any teaching act, the teacher should always endeavour to provide connections. This connection should be meaningful and understandable. This means that learning material should also be arranged in increasing level of difficulty and opportunities provided for the practice of the learnt material on the whole. The teaching act is a process of understanding, developing or having insight into the learner and materials in such a way that connections are made and sustained through re-enforcement.

2.5 Attitude of People

(Parents, Guardians, Teachers and Government)

Ali [11] was of the opinion that the teaching profession in our schools is faced with many problems requiring immediate and serious attention. One of such problems is that of conception and negative or positive attitude of parents, guardians, teacher, students and government. These conceptions are as follows:

- That teaching profession is not intellectually demanding and hence a profession for the intellectually incapacitated persons.
- That teaching as a profession is not lucrative.
- Moreover, that teachers are the least respected and recognized in the society.

Most Nigerian parents and guardians have a very poor conception of teaching as a profession compared to other professions. Attitude could be learned either from a close associate, parents or guardian. The associates can be brothers, sisters, neighbours, community, etc. parental interest in a particular profession is a powerful determinant of this poor conception on the teaching profession. On the other hand, parental attitudes in terms of over protection of their wards, reassuring support or no support at all, too much pressure to succeed, no provision of reassurance from the parents have its own negative impact on the teaching profession as a result, most parents and guardian discourage their wards from choosing teaching as a profession. Teachers in some ways contribute to the poor image others have about them and the teaching profession.

To be able to perform the task in the teaching profession effectively; the teacher has to possess some competencies as an instructional technologist or designer. But this is completely lacking in some teachers. Most teachers have internalized from the educational system. They also believe that students are indisciplined, disrespectful, unwilling to work and learn while spending their time in seeking pleasure and gratification, Ali [12]. This is a very demoralizing attitude as far as teachers are concerned. Lack of confidence and a sense of humour, some display of immaturity on the part of the teachers on young people who look at teachers as adult, their system of appearance and language, lack of

confidence in communication to youngster through what the teachers say and how they say that, create a poor impression on the teaching profession. As a result, students associate teaching with the ability to live up to standard.

Most of them see teaching as a weak profession. Many lazy teachers do not follow the school timetable and instead of the teachers to recognize the difficulties encountered in teaching and learning, and strive vigorously towards finding a method/way that is planned, purposeful, friendly, intelligent, smart and inspiring. The teachers out of ignorance discourage students from taking up teaching as a profession. Some of the teachers say many derogating things about teaching profession during lectures. Again, most students who come to school from rural areas and homes, and even wealthy families and urban students portray this negative behaviour towards the teaching profession. As a result, these misconceptions, negative image and low status of teaching as an occupation in our society make students to show a poor attitude towards making career choices. The Government contributes to the negative assertions and attitudes of people towards teachers and teaching profession by not providing the necessary incentives, payment of salaries as and when due and other basic allowances.

2.6 Empirical Review

Firat [13] did a research work on *“teacher characteristics and their effects on students’ attitudes”*. According to Firat [13], explaining the students’ views about teachers has been a problem for researcher for many years now. The research work constructed and conducted its questionnaire in the Turkish mono-lingual format and was done as a follow-up on earlier research studies to get back to Turkish teachers. A total of eighteen (18), nineteen (19), ten (10), eleven (11) students from four different grade schools owned by the government answered and completed a questionnaire, and three other open-ended questions with the objective of assessing the students attitudes and their views on teachers’ professional, personal, pedagogical characteristics. The findings elucidate the best method teachers can achieve a better learning style and atmosphere which the researcher believes is through “self-assured” and “self-esteemed”.

Mia [14] researched on “*What Makes a Good Teacher? Exploring Student and Teacher Beliefs on Good Teaching*”. According to Mia [14], a decent teacher is much more than just an educator; the characteristics that make a teacher good are complex and extensive. As an aspiring teacher, the researcher tried to identify what students and teachers believe is a good teacher to set of criteria to work towards. In this study, 4th graders and teachers at a school in St. Mary’s County answered the question “what makes a good teacher” in the form of an open-ended questionnaire. The results of this questionnaire were compiled into a rating scale of importance, which the students then completed. This study found that students identified personality characteristics such as “helpful” and “kind” while teachers identified relational ability qualities such as “flexible” and “caring” when describing a good teacher. This suggests that there are differences between student and teacher beliefs. When presented with characteristics, students identified ability, personality and relational characteristics as important, which suggests what makes a good teacher truly is complex. These findings are the start to a set of criteria that will help shape my own teaching practice.

Iloanya & Nzeako [2] examined “*Remedying the decay in higher education in Nigeria: A case for educational philosophy and management*”. According to them, one of the most enduring legacies a nation can pass on to its generations is education. Education is indeed the fabric of any culture, with it, culture is transmitted, thought conceptualized and information passed. It is hardly inconceivable to imagine a learning process without education, in this case, higher education. Unfortunately, in Nigeria, higher education just like other levels of education is on the downward side. In cognizance of this fact, this research work seeks to examine the reasons why it is so which will be treated under the challenges, some of the efforts made to stall this malady in the higher education. The research in order to make its own contributions proffered educational philosophy and management, the options our educational policymakers have not deemed fit to explore, which the researchers are of the opinion will go a long way in arresting the decadence in our higher education.

Sarah [15] researched the “*Students Attitude towards Teaching as a Profession in Nigeria and its significance to Education Development*”. According to her, the study was conducted to examine the students’ attitude towards teaching

as a profession using Faculty of Education, Ebonyi State University as the case study. A questionnaire was distributed to three hundred (300) students which were completed. Pearson Correlation coefficient was used to validate the reliability of the instrument which shows that the instrument was valid and reliable to collect data. From the results of the research study, it shows that students have undesirable views towards teaching as a profession. They also believe that teaching as a profession is a difficult undertaking and that teachers are not paid well enough when compared with other professions. The researcher recommended that the Government should allocate sufficient fund to education, improve teacher’s salary among others.

Valerica A. [16] investigated the “*Elements determining the nature of students’ attitudes towards education*”. According to Valerica [16], the issue of students’ mentality was analysed as regards to their attitudes. Valerica [16] argued the views of some authors who believe that the students’ attitude towards education is induced by the features of the classroom environment, and/or by students’ dedication and acceptance of goals or undertakings. The research work targeted the Romanian students’ thoughts about learning and the forces that sway/influence those thoughts. This study was conducted using experiment research and two hundred (200) respondents/ students from various faculties of Dunărea de Jos University, Galati, Romania. A research questionnaire was critically constructed for better understanding on the part of the students. So many statistical tools were used to analyze this work; among the methods are frequency statistical analysis, Pearson’s correlation statistical tool, etc. From the results, it indicates that students’ perspectives on education are swayed by a number of factors.

3. METHODOLOGY

3.1 Population

The population of this research study is all the students and lecturers of a few selected departments of Management Faculty, Usman Danfodiyo University Sokoto state. Total populations of (6280) respondents were used to determine the result of the research.

3.2 Sampling Technique

Sampling technique is a technique researchers use to determine a research’s sample size. It can

be selected randomly or scientifically calculated. For this study, the sample size was scientifically calculated using Yaro Yamani's scientific formulae.

$$N = \frac{n}{1 + n(e)^2}$$

Where

n is Total population

N is Sample size

e is Level of significance (5%)

1 is Unity of constant

$$N = \frac{n}{1 + n(e)^2}$$

$$N = \frac{6280}{1 + 6280(0.05)^2}$$

$$N = \frac{6280}{1 + 15.7}$$

$$N = \frac{6280}{16.7}$$

$$N = 376$$

From the above sample size, 312 (83%) students and 64 (17%) lecturers were randomly selected for this research. This shows that there are a higher number of student respondents to that of the lecturers that participated in this research.

3.3 Hypothesis

Descriptive analysis, General regression analysis and Goodness-of-fit statistical tool were deemed appropriate to test the hypotheses for this research work.

3.4 Decision Rule

If the statistically calculated value is greater than or equal to the significant values of 0.05, the researcher will reject the null hypothesis; otherwise, the alternative hypothesis would be accepted.

4. PRESENTATION AND ANALYSIS OF DATA

The analysis, presentation and interpretation of the data either generated or collected were presented, analyzed and interpreted here.

4.1 Distribution of Questionnaire

Discussing the above table, it illustrates the total number of questionnaires shared was 6280, of which 4819 (76.7%) of the total respondents received the questionnaire. The table also indicates that 1461 (23.3%) of the total respondents did not receive the questionnaire. While 2935 of the total respondents completed and returned their questionnaires showing a return rate of 61% success.

4.2 Background Information on the Respondents

The Table 2 shows that 205 (54.5%) respondents were male while 171(45.5%) of the total respondents were all females. In interpreting the above analysis, it implies that the Faculty of management science, Usman Danfodiyo, University of Sokoto has a higher representative of male respondents to the female respondents.

Table 1. The return rate of questionnaires

Questionnaire	Frequency	Percentage (%)
Number of Questionnaires shared	6280	
Number of Questionnaires Received	4819	76.7
Number of Questionnaires not Received	1461	23.3
Number of Questionnaires completed and returned	2935	61

Source: Faculty of Management, Usman Danfodiyo University Sokoto [17]

Table 2. Respondents on gender distribution

Gender	Frequency	Percentage (%)
Male	205	54.5
Female	171	45.5
Total	376	100

Source: Faculty of Management, Usman Danfodiyo University Sokoto [17]

Table 3. Respondents by age

Age	No of representatives	% of representative
15 - 25	185	49.2%
26 – 35	87	23.1%
36 – 45	52	13.8%
46 – 55	30	8%
56 and above	22	5.9%
Total	376	100%

Source: Faculty of Management, Usman Danfodiyo University Sokoto [17]

The above Table 3 reveals that 185 (49.2%) of the total representatives are between the age of 15 – 25, it also depicts that 87 (23.1%) of the total representatives are between the age of 26 – 35, 52 (13.8%) of the total representatives are between the age of 36 – 45. 46 – 55 years category of the respondents has a total number of 30 (8%) respondents while 56 & above has 22 (5.9%) number of respondents.

Table 4. Respondents marital status

Marital status	Frequency	Percentage (%)
Married	88	23.4%
Single	288	76.6%
Total	376	100

Source: Faculty of Management, Usman Danfodiyo University Sokoto (2018)

Interpreting the Table 4, it depicts that 88 (23.4%) of respondents are married while 288 (76.6%) of the total respondents indicates to be single. It shows that the faculty under study has a

higher number of single respondents to that of married respondents.

5. PRESENTATION AND ANALYSIS OF DATA FROM THE RESEARCH'S QUESTIONNAIRE

The Table 5 shows that 279(74.2%) of the respondents believe that undergraduate's attitude towards their teachers affect their choice of profession, while 97(25.8%) disagreed.

The table also shows that 287 (76.3%) believe that their guardian's influence on them affect their choice of profession while 89 (23.7%) objected to that. 324(86.2%) of the respondent agreed that their parents' influence on them affect their choice of profession while 52(13.8%) disagrees.

However, 341(91.7%) of the respondents agreed that teaching as a profession is lucrative enough for them to choose as life careers while 35(9.3%) disagreed.

5.1 Test of Hypotheses

5.1.1 Hypothesis one

Here, a statistical test will be carried out to test the stated hypothesis. Hypothesis one was tested using the data from questionnaire section A, Question 1 - 4 so as to validate the research study using a descriptive analysis, regression statistical tool and other relevant statistical tools.

Table 5. Questionnaire (Section A)

Ho – Attitudes of undergraduate towards their teachers does not affect their choice of profession.

S/N	Questionnaire Items	Responses	No of responses	Percentage%
1	Does an undergraduate's attitude towards their teachers affect their choice of profession?	Yes	279	74.2
		No	97	25.8
		Total	376	100
2	Does your guardian's influence on you affect your choice of profession?	Yes	287	76.3
		No	89	23.7
		Total	376	100
3	Does do your parents influence on you affect your choice of profession?	Yes	324	86.2
		No	52	13.8
		Total	376	100
4	In your opinion, do teaching as a profession lucrative enough for you to choose?	Yes	341	91.7
		No	35	9.3
		Total	376	100

Source: Faculty of Management, Usman Danfodiyo University Sokoto [17]

Interpreting the above Descriptive analysis, it shows the data for Yes and No responses. From the table, it shows that the Yes Response has the range of 62, minimum of 279, maximum of 341, the sum of 1231, mean of 307.75, standard error of 14.79, the standard deviation of 29.59 and standard variance of 875.58. The table above also indicates that the No Responses has the range of 62, minimum of 35, maximum of 97, the sum of 273, mean of 68.25, standard error of 14.79, the standard deviation of 29.59 and standard variance of 875.58.

General Regression Analysis: YES RESPONSE versus NO RESPONSE

Regression Equation

YES RESPONSE = 376 - 1 NO RESPONSE

Coefficients

Term	Coef	SE Coef	T	P
Constant	376	0.0000000	5.36421E+16	0.000
NO RESPONSE	-1	0.0000000	-1.04006E+16	0.000

Summary of Model

S = 4.927768E-15; R-Sq = 100.00%; R-Sq (adj) = 100.00%; R-Sq (pred) = 100.00%
 The above analysis shows the relationship of the variables and was predicted to be 100%.

Goodness-of-Fit Test for Poisson distribution

Data column: YES RESPONSE
 Frequency column: NO RESPONSE

Poisson mean for YES RESPONSE = 298.128

YES RESPONSE	Observed	Poisson Probability	Expected	Contribution to Chi-Sq
<=279	97	0.139927	38.2000	90.509
280	0	0.013578	3.7068	3.707
281 - 285	0	0.080137	21.8775	21.878
286 - 290	89	0.098502	26.8910	143.450
291 - 295	0	0.111093	30.3283	30.328
296 - 300	0	0.115129	31.4303	31.430
301 - 305	0	0.109788	29.9721	29.972
306 - 310	0	0.096467	26.3354	26.335
311 - 315	0	0.078203	21.3494	21.349
316 - 320	0	0.058566	15.9884	15.988
321 - 325	52	0.040567	11.0747	151.234
326 - 330	0	0.026021	7.1037	7.104
331 - 335	0	0.015474	4.2244	4.224
336 - 340	0	0.008541	2.3316	2.332
>=341	35	0.008009	2.1864	492.460

N	N*	DF	Chi-Sq	P-Value
273	0	13	1072.30	0.000

4 cell(s) (26.67%) with expected value(s) less than 5.

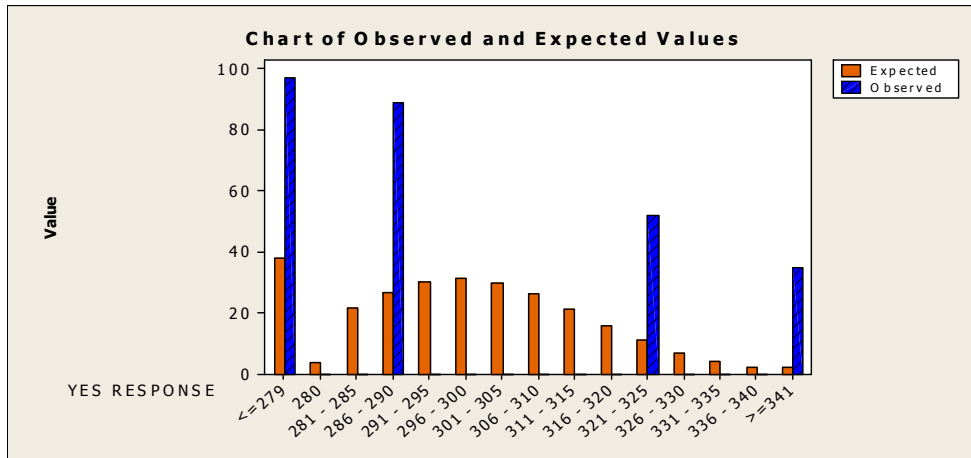


Fig. 1. The observed and expected values chart

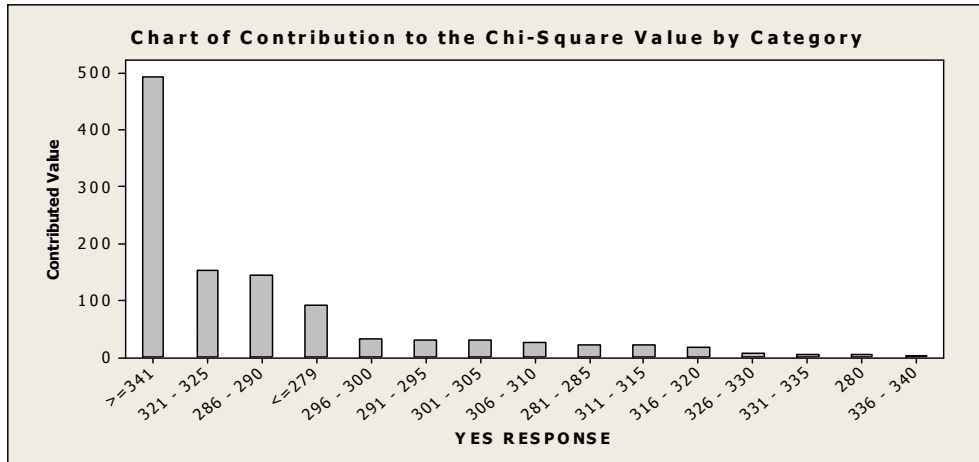


Fig. 2. The chart showing contribution to the chi-square value by category

5.2 Decision Rule

If the statistically calculated value is greater than or equal to the significant values of 0.05, the researcher will reject the null hypothesis; otherwise, the alternative hypothesis would be accepted. From the above rule, it is safe to accept the alternative hypothesis which states that “attitudes of undergraduate towards their teachers affect their choice of profession”.

From the Table 7, it shows that 337 (89.6%) of the respondents agreed that a lecturer’s attitude towards his/her students affects their career choices in life, while 39 (10.4%) disagreed. The table also shows that 319 (84.8%) believe that teaching is a profession for the intellectually and very determined persons while 57 (15.2%) disagree. However, 214 (56.9%) of the respondent agreed that lecturers abuse their

status as role models to their students, while 162 (43.1%) disagree with that. Furthermore, 271 (72%) of the respondents believe that teachers are currently among the lowest salary earners in Nigeria while 105 (28%) disagree.

Interpreting the Table 8 Descriptive analysis, it shows the data for Yes response and No response. From the table, it shows that the Yes Response has the range of 123, minimum of 214, maximum of 337, the sum of 1141, mean of 285.25, standard error of 27.53, the standard deviation of 55.06 and standard variance of 3032.25. The table above also indicates that the No Responses has the range of 123, minimum of 39, maximum of 162, the sum of 363, statistical mean of 90.75, standard error of 27.53, the standard deviation of 55.06 and standard variance of 3032.25.

Table 6. Descriptive statistics

	N	Range	Minimum	Maximum	Sum	Mean		Std. deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. error	Statistic	Statistic
Yes response	4	62	279	341	1231	307.75	14.795	29.590	875.583
No response	4	62	35	97	273	68.25	14.795	29.590	875.583
Valid number	4								

Source: The Researcher (2018)

Table 7. Questionnaire (Section B)

Ho - Lecturers attitude towards students does not affect student's choice of profession.

S/N	Questionnaire items	Responses	No of responses	Percentage%
5	Does a lecturer's attitude towards his/her students affect their professional choice?	Yes	337	89.6
		No	39	10.4
		Total	376	100
6	Teaching is a profession for the intellectual and very determined persons.	Yes	319	84.8
		No	57	15.2
		Total	376	100
7	Do lecturers abuse their status as role models to their students?	Yes	214	56.9
		No	162	43.1
		Total	376	100
8	Are teachers currently among the lowest salary earners in Nigeria?	Yes	271	72
		No	105	28
		Total	376	100

Source: Faculty of Management, Usman Danfodiyo University Sokoto [17]

Table 8. Descriptive statistics

	N	Range	Minimum	Maximum	Sum	Mean		Std. deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. error	Statistic	Statistic
Yes response	4	123	214	337	1141	285.25	27.533	55.066	3032.250
No response	4	123	39	162	363	90.75	27.533	55.066	3032.250
Valid number	4								

Source: The Researcher (2018)

General Regression Analysis: YES RESPONSE versus NO RESPONSE

Regression Equation

YES RESPONSE = 376 - 1 NO RESPONSE

Coefficients

Term	Coef	SE Coef	T	P
Constant	376	0.0000000	2.91853E+16	0.000
NO RESPONSE	-1	0.0000000	-7.95743E+15	0.000

Summary of Model

S = 1.198589E-14; R-Sq = 100.00%; R-Sq (adj) = 100.00%; R-Sq (pred) = 100.00%
 The above analysis shows the relationship of the variables and was predicted to be 100%.

Goodness-of-Fit Test for Poisson distribution

Data column: YES RESPONSE

Frequency column: NO RESPONSE

Poisson mean for YES RESPONSE = 260.190

YES RESPONSE	Observed	Poisson Probability	Expected	Contribution to Chi-Sq
<=271	267	0.760039	275.894	0
272 - 284	0	0.172460	62.603	63
285 - 301	0	0.061420	22.295	22
302 - 318	0	0.005849	2.123	2
>=319	96	0.000232	0.084	109400

N	N*	DF	Chi-Sq	P-Value
363	0	3	109487	0.000

2 cell(s) (40.00%) with expected value(s) less than 5.

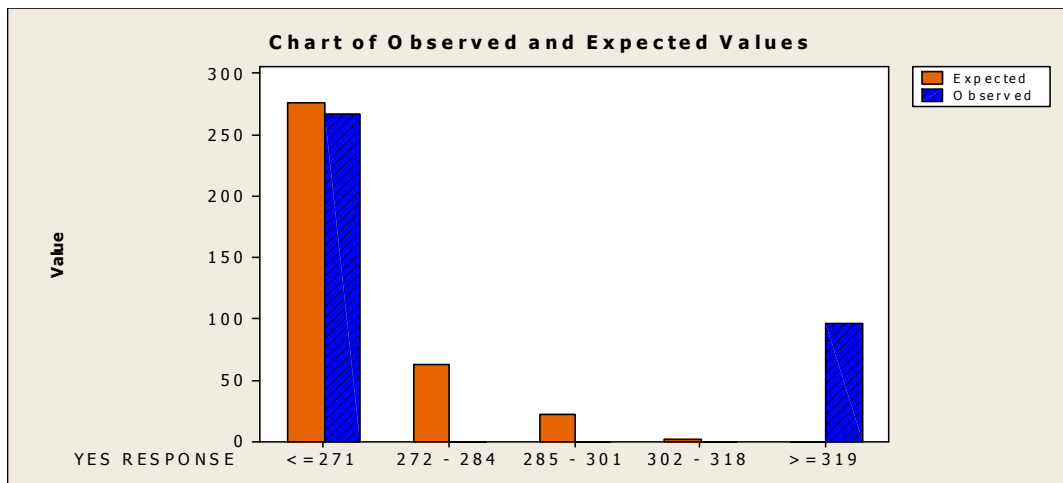


Fig. 3. The observed and expected values chart

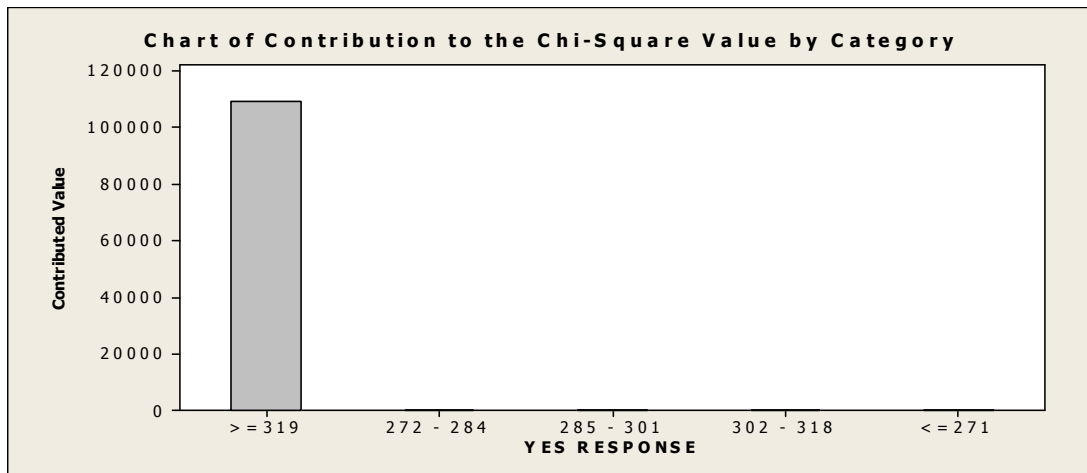


Fig. 4. The chart showing the contribution to the chi-square value by category

5.3 Decision Rule

If the statistically calculated value is greater than or equal to the significant values of 0.05, the researcher will reject the null hypothesis; otherwise, the alternative hypothesis would be accepted. From the above rule, it is safe to accept the alternative hypothesis which states that "Lecturers attitude towards students affect their students' choice of profession".

6. DISCUSSION OF FINDINGS

Table 5 shows the data used to analyze the first hypothesis. These data were gotten from the respondents' responses in section A of the questionnaire distributed solely for this research work. The A section of the questionnaire has four (4) questions that focus mainly on the undergraduates more than their lecturers. The first of the four questions from section A focused on three (3) major points which are; undergraduate attitudes, how it affects their teachers and finally their choice of profession. Of which, 279 (74.2%) of the total representatives agreed that undergraduate's attitude towards their teachers affect their choice of profession, while 97(25.8%) of the total respondents were on the opposing side of the coin. This means that many of the students are aware that their behaviour/attitude towards their teachers may have an impact on their choice of profession. Number two of section A of the questionnaire concentrated on how student's guardian can influence their choice of profession. A closer look at the question makes it more interesting for further research due to the very limited related work on it. The table shows that 287 (76.3%)

believe that their guardian's influence on them affect their choice of profession while 89 (23.7%) rejected the notion. From the statistics above, it shows that two (2) in every three (3) undergraduates' guardian, influences their choice of profession. Number three of the same section A of the questionnaire further portrays the beliefs of the respondents. There is a stronger belief among the respondents that parents influence them affects their choice of profession. Statistical speaking, 324(86.2%) of the respondent agreed that their parents' influence on them affects their choice of profession while 52(13.8%) of the total respondents rejected the notion. In the same vein, it is surprising to see that 341(91.7%) of the total representatives agreed that teaching as a profession is lucrative enough for them to choose as life careers while a mere 35(9.3%) of the respondents disagreed. With this, it would be safe to assume that the chances of the undergraduates understudy to choose to teach as a career/profession are more compared to the researcher initiate belief.

From Table 6, the data generated were used to test research hypothesis two. These data were gotten from the respondents' responses in section B of the questionnaire distributed for this research work. The B section has four (4) questions that concentrated mainly on teacher's attitudes more than their students. The first of the four questions from section B focused on three (3) major points which are; teachers' attitude, how it affects their students and finally their choice of profession. From the analysis, it shows that 337 (89.6%) of the total respondents agreed with the notion that a lecturer's attitude towards his/her students affects their career choice in life,

while 39 (10.4%) of the respondents were on the opposing side. This means that a very large number or share of the respondents place a high value on a teachers' attitude towards the student. The table further depicts that, out of the total respondents 319 (84.8%) are in the affirmation that teaching is a profession for the intellectually and very determined persons while 57 (15.2%) disagree. In other words, teaching as a profession is not for everyone. It is for the intelligent and hardworking individuals with strong leadership skills [18]. However, 214 (56.9%) of the respondent agreed that lecturers abuse their status as role models to their students, while 162 (43.1%) rejected the notion. Lastly, from B section of the questionnaire, 271 (72%) of the total respondents believe that teachers are currently among the lowest salary earners in Nigeria while 105 (28%) disagree. In as much as teaching is lucrative enough for them to choose it as a profession; they also believe that teachers are currently among the lowest salary earners in Nigeria.

7. SUMMARY OF FINDINGS

From the discussions above, research work observations were made as regards the questionnaire presented to the respondents. Based on the discussions above, many respondents opined that a lecturer's attitude towards his/her student affects their professional choice. From the questionnaire, it was observed that more undergraduates than usual are willing to or have chosen teaching as their future profession. They believe teaching as a profession is not only lucrative but also for the intellectuals and highly determined persons.

However, from the discussions above, a large number of respondents were also of the opinion that parents' influence on them affects their choice of profession. Furthermore, most respondents believe that teaching is a profession for the intellectually and very determined persons.

In conclusion, from the findings, the research work, therefore, reveals that undergraduates' attitude towards their teachers to a large extent influence their choice of profession. This means that students are dependent on their teachers, guardians, government and parents to guide them towards choosing a better career choice. In the same vein, the students believe that teaching as a profession should be recognized and teachers respected by the society and government.

ETHICAL CONSIDERATIONS AND CONSENT

The researcher understands that when conducting a research work of this nature, it is important to adhere to ethical practices. On this ground, the following considerations were strictly observed:

- Participants treated with care and respect
- Avoidance of activities that could pose harm to respondents
- All sorts of confidentiality maintained
- All sorts of bias of the researcher avoided
- Appropriate referencing of all secondary materials/data
- Participants were informed before the due date about the research topic and the use of data. I, at all times obtained informed consent from individuals and the institution understudy before getting their participation. The research participants shall remain anonymous and data from them shall be treated with confidentiality. The ethical malfeasance, respect for the right of others and fair treatment of others will prevail at all time.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

REFERENCES

1. Okeke RJ. The establishment and management of educational technology resource centre in secondary schools. Unpublished M. Ed. Thesis, University of Nigeria; 1989.
2. Iloanya C, Nzeako CU. Remediating the decay in higher education in Nigeria: A case for educational philosophy and management. *Copernican International Journal of Metascience and Technology*. 2017;1(1).
3. Adelinda AC, Nicole R, Manuela O, Patrícia M. Pupils' attitudes and motivation toward learning and school – study of exploratory models on the effects of socio-demographics, personal attributes and school characteristics. *Researchgate Journal* 4th Annual International Conference on Psychology; 2010.
4. Ukeje BO. Foundations of education. Ethiopie Publishing Corporation. Ring Road Benin City; 1979.

5. Oranu RN. Teaching effectiveness of two categories of technically qualified teachers in Nigeria technically college. Research for Better Schools Journal of Research in Learning and Teaching. 1981;1-24.
6. National Policy on Education 4th Edition. National Education Resource and Development Council Press, Lagos. Federal Republic of Nigeria; 2004.
7. Gagne RM. The condition of learning Holt Saunders international editions. New York; 1977.
8. Brunner JS. The act of discovery. Havard Educational Review. 1961;31(1):2.
9. Chauhan SS. Advanced education psychology. Vikas Publishing House PVT Limited (6th Edition); 1983.
10. Abdullahi A. Science teaching in Nigeria, Ilorin. Atoto Press Limited; 1982.
11. Ali A. Modifying the science teachers teaching behaviour towards achieving the objectives of science teaching. Research for Better School. Journal of Research in Learning and Teaching. 1987;1:44.
12. Ali A. A handbook of science methods for secondary school teachers. London. Edward Arnold; 1984.
13. Firat A. A study on teacher characteristics and their effects on student's attitudes the Reading Matrix. 2005;5(2).
14. Mia B. What makes a good teacher? Exploring student and teacher beliefs on good teaching. Rising Tide. 2015;7.
15. Sarah OE. Attitude of students towards teaching profession in Nigeria: Implications for education development. Journal of Education and Practice. 2015;6(29). Available:www.iiste.org (ISSN 2222-1735, ISSN 2222-288X)
16. Valerica A. Determinant factors of students' attitudes toward learning. Procedia. Social and Behavioral Sciences. 2013;93:478–482.
17. Faculty of Management, Usman Danfodiyo University Sokoto. Sokoto state Nigeria, West Africa; 2018.
18. Lanwerys JA. Teachers and teaching. London. Evans Brothers Limited; 1969.

© 2018 Theresa et al.; This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/4.0>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Peer-review history:

*The peer review history for this paper can be accessed here:
<http://www.sciencedomain.org/review-history/26536>*