A SURVEY OF ASPIRATIONS AND THE ATTITUDES TOWARD THE TEACHING PROFESSION OF GRADE II STUDENT TEACHERS IN THEIR FINAL YEAR OF TRAINING IN NORTH CENTRAL STATE, NIGERIA

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Submitted In Partial Fulfilment of the Requirements for the Degree of MASTER OF EDUCATION (GUIDANCE AND COUNSELING)

DEPARTMENT OF EDUCATION
AHMADU BELLO UNIVERSITY
ZARIA

December, 1975.

This research project report has been read and approved as meeting the requirements of the Department of Education, Ahmadu Bello University, Zaria.

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Staff Evaluator

Date: _____

DEDICATION

To my beloved parents

THE RIGHT REVEREND AND

MRS ELIJAY KURAI DHLIWAYO

THE TEACHING PROFESSION

One of the first things which a student training to be a teacher should consider is the nature of the profession he seeks to enter. He will realize that its development is recent and that it will be some time before the ideal of a fully trained professional can be achieved. He will know from his own experience that qualified status does not necessarily make a good teacher.
He will perhaps have seen good teaching going on outside the school - in the compound or the fields. Nevertheless he will feel interest and pride in the profession which he hopes to adopt.

- J.E. Sadler,
The West African
Teacher's Guide,
Ch. 2. p.29.

ABSTRACT

This research study is a survey of (a) the aspirations of Grade II student teachers in four teacher training colleges in Zaria and Kaduna, North Central State, Nigeria and (b) their attitudes toward the teaching profession. The researcher hypothesized that:

1. There is no relationship between the high aspirations of student teachers in this study and the educational level of their parents.
2. The aspirations of female student teachers in the study are lower than those of their male counterparts.
3. Female student teachers in this study have a more positive attitude toward the teaching profession than their male counterparts.

A 27 item questionare (STAR) was constructed and data was collected from 200 form 5 student teachers from the following colleges:

Bassawa Teachers' College, Zaria
Women Teachers' College, Zaria
Kaduna Teachers' College, Kaduna

Women Teachers' College, Kaduna.

The sample consisted of 100 male and 100 female student teachers.

The analysis of data revealed that from the sample of 200 respondents only 12 of them have parents with university education. The majority of the respondents' parents had little or no education. Out of the 12 respondents whose fathers had university education only one recorded a higher educational aspiration. Higher aspirations were taken to mean an education above the Grade II teaching certificate that the respondents will get at the end of their training programme. The data also revealed that out of 24 respondents who recorded higher aspirations only 4 had parents with secondary or university education. Further statistical tests were carried out to prove the significance of the results. A X^2 of 7.12 and a probability of less than .01 were obtained. The resarcher concluded that a probability of .01 meant that there was a significant difference between the tested variables i.e. high educational aspirations of the students and

the educational level of the parents; thus the hypothesis was accepted.

The analysis of data also revealed that of the 200 respondents, 74% of the males had high vocational aspirations while only 19% of the females showed the same trend. The gap between the two groups was so great that the hypothesis that a lower percentage of female student teachers in the study have high aspirations was accepted.

It was also found that there was no difference between male and female student teachers' attitudes toward the teaching profession. Both groups scored (male 44.85), (female 45.30) on the attitude inventory and when these results were treated statistically a X^2 of .002 and a probability of .95 were revealed. The researcher rejected the hypothesis that female student teachers had a more positive attitude to the teaching profession than their male counterparts.

On the basis of the above findings the researcher made some recommendations.

ACKNOWLEDGEMENTS

I should like to thank the following people, without whose help and advice this research project would not have been realized. My profound gratitude goes to Professor Eldon W. Graber, my advisor, who worked with me from the begining to the end. Apart from that he and Mrs. Graber played the role of loco parentis throughout my stay in this university.

I am thankful to Professor Adamu Baikie, Head of Education, for all the opportunities afforded me in the Faculty of Education. In particular, the experience of being tutorial assistant has boosted me academically and otherwise and has greatly contributed to my comfortable stay in the university.

I wish to acknowledge Mr. Y. Patha for the statistics, Dr. P. Mallum and Dr. (Sister) Halligan who helped to clarify the study; Dr. J. D. Saungweme for helping me to collect data and advising on the layout of work; the principals and teachers of the four teacher training colleges for organizing the students and helping me to administer the questionaire.

I am also grateful to Messrs Jefferson Thlokwane, Potlaki Maine, Lloyd Sachikonye and Regies Mahonde for assisting me in analysing my data; my M.Ed. colleagues Major Ike and Mr. S. Ndahi for the exchange of ideas and good company, and Mr. Ernest Onakanowoja for the typing of the scripts.

Finally I wish to thank the United Nations Development Programme for awarding me a fellowship which has enabled me to study for this M.Ed. degree.

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Chapter 1

INTRODUCTION AND BACKGROUND TO THE STUDY

The introduction of Universal Primary Education in 1976 will mark one of the greatest phases in Nigerian educational history. It is true that apart from other factors, the success or failure of this honourable project will to a large extent depend on the strength of the teaching profession. A large number of teachers will be required, and not only that, their quality is also an important aspect. The teachers will need to be knowLedgeable in their subject matter, in the aims of the scheme and will need to develop positive attitudes toward their profession.

It is also true that U.P.E. is going to have a lot of social, economic and political consequences for this country. Lauchlin Currie in his book entitled, "Accelerating Development", has this to say on universal education:

> The most economically advanced countries now place the greatest emphasis on universal, obligatory and prolonged training

> of their young. A highly educated people is not only a desirable end-product of the system, it is also the cause of self-generation improvements in the standards of living.[1]

Why the Scramble for Formal Education

In the last two decades or so there has been an immense upsurge in the popular demand for formal education in most developing countries, apart from the realization that it is indispensable for economic and social development. The main reason for this is the realization by many that education will increase the material well-being of the individual and that of the society at large.

Secondly, the educational system is widely believed to provide a major avenue of social mobility for the individual. This does not mean that widespread education necessarily reduces the gap between the elite and the rest of society, but it does mean that one of the important means of access to the elite is believed to be through the educational system. This is particularly noticeable in many African countries where a region

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1. Currie, L. Accelerating Development. McGraw-Hill, New York, 1966, p.28.

which has a relatively backward formal education among its members is liable to find not only that it has fewer graduates but that it has fewer senior and middle-rank civil servants. Such inq-uality has always been a serious source of political instability and social conflict.

To a large extent a government can command the unity of its people on the degree to which people feel that they or their sons are getting a reasonable opportunity to rise to better positions. In other words education also serves one other much needed purpose - unity. It is through unity that the nation shall be able to enjoy the much sought personal material benefits and above all the social and economic progress of our countries since man as an individual will not be able to realize the full benefits of our modern civilization.

The view that education promotes unity is shared by many including Professor Ajayi, Vice Chancellor of Lagos University. In addressing the Ahmadu Bello University Convocation Ceremony in December 1974, on the popular topic: The People's Right to Free Education, he said;

> It is only through full development of the educational system made equally accessible to all Nigerians according to their capacities that we can begin to develop a coherent society. It is the only way to tackle

> the problem of educational imbalance which we must now recognize as the greatest obstacle to a stable and prosperous society in this country. The full development of a public system of education is the prime mover of social reform and the basis of an egalitarian society such as we have set as one of our goals.[2]

Thus, the present scramble for formal education is pertinent in Professor Ajayi's words. Not only does he speak of education as a forebearer of unity, he also introduces the concept of equality which is another pre-requisite to unity.

Education and National Development

It has already been mentioned that recognition of formal education as a vital factor in national development is one reason that led to the rapid growth of educational facilities in developing countries. This contention is supported by Dr. Chaurasia in his book, New Era in Teacher Education. He says:

> In a developing society, modernization is largely a funtion of education, that indeed, the development process cannot be distinguished from the process of education.[3]

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2. Ajayi, A. The People's Right to Free Education. Article published in the magazine entitled "The Emergent Teacher" by the Faculty of Education, Society of Education Students, A.B.U., Zaria, No.2,1965, p.5.

3. Chaurasia, G. New Era in Teacher Education. Sterling Publishers (Pvt) Ltd., Delhi, 1967, -foreward.

It is therefore logical to assert that the foundation of much of Nigeria's social, economic and political progress during the next few decades will be nurtured in the schools. This assertion means that teachers are faced with a very heavy responsibility, since without them the schools would not operate.

This life-long assignment places upon the teacher a very great task calling for dedication, proper orientation as well as expertise in terms of knowledge and attitudes. If the teacher is to be in a position to discharge this responsibility properly, and be able to readjust to new situations and challenges, he must be trained and must take pride in his calling and its importance for the future of the federation.

Adam Curle[4] says that some economists will maintain that countries are underdeveloped because they have failed to invest an adequate quota of their annual income in industrial development. He agrees with them but continues to inquire why they have not done so; or if they have tried, why they have failed. Of recent, however, other economists have shifted emphasis and dwelt on the contribution to economic development of investment in human capital. They ask, "How can any growth be achieved unless there are people to do the

4. Curle, A. Educational Strategies in Developing Societies. Tavistock Publication, 1970, p.2.

work that growth entails?"[5] The essence of this questio. is to emphasize the dependence of development upon trained manpower or education.

It should be noted however that while lack of trained manpower or education is a major setback it is not the only problem. The whole social structure of a people, for example gross inequalities and nepotism which bury talent and initiative of even the few educated ones, are other contributory factors. On the other hand there is a counter arguement that all these social ills can be overhauled by broadening the spetrum of education in an effort to alter the outlook and attitudes of the people.

Professor James O'Connell, in a pamphlet entitled; Education and Economic Growth: Some Reflections on the Nigerian Situation, argues that although education is not a determinant for economic take-off, it is necessary for economic growth.[6] He emphasizes that because of imported technology there is need for formal education in order to master the new art. Apart from this, widespread formal education also helps to bring about the social awareness and healthy attitudes necessary for modern civilization.

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5. Ibid. p.2.

6. O'Connel, J. Education and Economic Growth: Some Reflections on the Nigerian Situation. Vol.I, No.1, June 1972, p.1.

Another view on this issue comes from Professor Ajayi. Speaking on the topic, "The Peoples Right to Free Education in Nigeria", he made the following explicit statement:

> It is now becoming clearer that this country is blessed with a considerable amount of natural resources. We are developing agriculture and mineral resources. Education is needed for developing the human resources. The development of human resources must come first for it is human beings that develop and use intelligently other resources before we can have an improved life.7

From the above observations it is therefore pertinent that education plays a very important role in national development as a whole. And while there is this awareness, it cannot be overemphasized that our educational systems have not been without pressing problems, a few of which are discussed here-under.

Some Basic Problems in Nigerian Educational System

Of great concern to all developing countries have been the problems of finance, planning and the lack of adequate, competent and trained teachers. Local efforts supplemented by international support have eased the planning and financial aspects but the shortage of local teachers has remained acute.

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7. Ajayi, A. op.cit. p.5.

It is probably true that many young men today would think of teaching as a last resort. Even practicing teachers themselves, very few of them have succeeded in persuading their own children, let alone their students, to opt for teaching. Such a state of affairs is very disheartening especially at this crucial time of our development when education is seen as an indispensable investment to the whole process of development.

The teacher is becoming the focus of attention in our world of today. If you seek the explanation for the rise of any nation today you will have to turn to the schools and examine the state of affairs and calibre of their teachers. When the United States government felt left behind in the space race, what she did was to turn to her schools for the reason why, and made available large sums of money for scientific research. It is not, therefore, surprising that both the developed and developing nations of the world are today asking questions about their teachers.

The author of this study is no exception to this quest for knowledge about the teacher. He is particularly aware of the present situation in Nigeria with regards to the great demand for teachers especially as we move into the U.P.E. era in 1976.

The success or failure of this programme lies squarely on the shoulders of primary school teachers who are the focus of this research project.

In the following chapters, the author proposes to look into the aspirations, educational and vocational, of Grade Two student teachers in their final year of teacher training. He also proposes to survey their attitudes toward the teaching profession in general and probably assess how far we can say we shall be able to retain them in the profession. It is hoped that this study will not be an end in itself but a thought provoking dissertation aimed at sheding more light and generating more research on a common if not popular problem. If this project should steer the ship in the right direction, then one of the purposes for this study will have been accomplished.

Chapter 2

STATEMENT OF THE PROBLEM

The following quotation from the Ministry of Education publication entitled, Education in the Six Northern States of Nigeria, 1962-73, serves a very useful purpose in clarifying the problem of this study.

> Nigeria shares with other countries the difficult task of producing annually enough teachers to meet the needs of a rising population, retirements through age and for other reasons, and to replace married women teachers rearing families. The output of teachers has proved difficult owing to the shortage of suitable candidates for training.....[8]

The situation described above is probably more true at primary school level where the percentage of school - going population is highest. With the introduction of U.P.E. in 1976 teacher shortages are likely to increase eventhough a crash programme in teacher

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8. Education in the Six Northern States of Nigeria 1962-73 by the Ministry of Education, Planning Division, Kaduna. November, 1967, p.37.

training is underway in all the states, realizing that it takes a number of years to produce a competent trained teacher. It is also another thing to attract enough dedicated young men to train to be teachers especially now that many of them are shunning the teaching profession in preference for more rewarding jobs in industry and in the civil service.

The purpose of this study is thus to investigate what aspirations and attitudes Grade II student teachers in their final year of training hold toward the teaching profession. Perhaps by so doing we shall be able to answer why there are teacher shortages and also assess how far we can say we will be able to retain those who are joining the teaching profession. The author of this study feels this is also an important exercise in manpower survey especially that education is seen as the backbone for developing our present society.

The author is also aware that aspirations and attitudes toward the teaching profession can be studied from many angles. One way is to investigate the feelings of students in schools other than those in teachers' colleges with the view of assessing whether their vocational aspirations point to teaching or other professions and why.

The second way is to investigate those already in the field teaching to find out their feelings and how realistic their choice of teaching is and what their long-term plans are. And the third strategy which is the basis of this study is to focus attention on student teachers because it is these who will make the first impact on the oncoming expansions in primary education. It is also these young and energetic men and women who are prone to being attracted away from the teaching profession as more jobs open up in our fast expanding industries where the salaries are higher than anywhere. Let alone this, young men and women still have more energy to undertake further studies which may ultimately divert them to other professions.

Analysis of the Problem

In attempting to view the problem more deeply the author has broken it down into the following questions:

1. Is there any relationship between the students' aspirations and the educational background of their parents?
2. What are Grade II student teachers aspirations like ?

3. What are their attitudes toward
    a. their advancement?
    b. the pupils they teach?
    c. the conditions of service, salaries and the status of the teacher in society?
    d. the role of the state and federal governments toward the teaching profession.
4. How long do they hope to remain teachers?
5. Is sex a variable that accounts for differences in aspirations and attitudes?

Significance of the Problem

The attitude of the teacher towards his profession and the way he feels about his conditions of service may affect:

1. the way he teaches
2. his length of stay within the profession.

One would expect that a positive attitude towards his profession will be transferred or at least shown in those with whom the professional comes into contact. The professional Grade II teacher has direct and important contacts with the youth of the nation and may be

in a strategic position to influence their thoughts and aspirations. For these reasons it becomes imperative for us to seek to understand him. As Pope once said, "The proper study of mankind is man."

Man's attitudes to life have shaped history. Perhaps his attitudes toward the teaching profession account for the shortages of teachers. Perhaps the fault is with out planners who have failed to visualize the expansions of our schools, thus have allocated less attention and finance to the training of enough teachers, consequently the shortage. Whatever the reasons, a study of aspirations and attitudes should help us to evaluate one important aspect. And depending on what we come up with, if our attitudes are to blame, we shall then attempt to make adequate provision to attract not only more people but also the best brains in our midst to this noble profession.

Basic Assumptions

In delineating this study the following basic assumptions are made:

1. That Guidance Services are necessary at all levels of the educational system in order to promote adequate placement and realistic vocational choice for the benefit of the individual and the society at large.

2. In our present situation education is the most important agent of social change and mobility for most people to climb to the higher echelons of society. This being the case the teacher is undoubtedly the pivot of this wheel of change.

3. While the teacher is recognized as the backbone of educational, economic and social development, it cannot be overemphasized that he has not been afforded incentives commensurate with the weight of his job, thus the teaching profession has remained unattractive and consequently one of the greatest shortage fields as regards manpower development in this country.

Hypotheses

For purposes of analysing the problem more squarely the following hypotheses were generated by the researcher. Each of them was put to test through the method discussed in chapter 4 and the results obtained appear in chapter 5. The hypotheses are as follows:

1. There is no relationship between high aspirations of students and the educational background of their parents.

2. The aspirations of female student teachers in this study are lower than those of their male counterparts.

3. Female student teachers in this study have a more positive attitude toward the teaching profession than their

male counterparts.

Scope and Delimitation

In view of the foregoing hypotheses it is important to discover the strengths and weaknesses of the attitudes and conditions obtaining in the teaching profession - especially at primary school level. The primary school level is the foundation of our educational system and a dedicated force of primary school teachers would be a great asset.

Such a study not only serves to promote an understanding of problems, it also serves as an evaluation of the total programme in the light of the importance of guidance services at the Elementary school stage from which Grade II teachers colleges draw most of their candidates. While governments cannot directly force people into a profession or to like a profession, incentives can be made to attract more people into the profession, thus luring even the best brains from our communities into it. It is only then that the nation shall be able to meet the great demand for teachers that U.P.E. entails.

For purposes of manageability, financial and distance-wise; and in view of the commoness of the problem, four Teachers' Training Colleges were selected

for the study. The colleges are as follows:

1. Basawa Teachers College, Zaria.
2. Women Teachers College, Zaria.
3. Kaduna Teachers College, Kaduna.
4. Women Teachers College, Kaduna.

The researcher selected 50 form five students from each of the four colleges making a sample of 200 students. It is postulated here that 5th formers already have definite plans since they are on the verge of going out in the field as full-time teachers in the next two or so months, thus this study should give us an idea about what their attitude synthesis is like.

Definition of Terms

Various sources were consulted in order to give precise and pertinent meanings to the terms used in the study. The researcher also used his imagination to mould a suitable term (STAR) appropriate to the study. The following are terms that will probably catch the reader's eye.

1. STAR (Student-Teachers Attitude Responses) This refers to the opinionaire instrument constructed by the researcher to elicit student-teachers' responses required in the study.

2. Grade Two student-teachers: According to the Institute of Administration, A.B.U. publication 1962,[9] these are students who embark upon a five-year training course to provide teachers of the Grade II Certificate status. Entry to these courses is from Primary Class 7.

3. Aspirations: The Shorter Oxford English Dictionary[10] defines "aspiration" as steadfast desire for something. The term is derived from "aspire" which is also defined as "to be ambitious of, to aim at," The context in which the term "aspirations" is used in this study means what Grade II pupil-teachers aim at educationally and professionally when they complete their present course of study.

4. Attitudes: The Encyclopaedia of Education,[11] Vol.1, 1971 says attitudes are cognitive, affective and behavioural. This means that attitudes refer to

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9. Allen, A.R. Miller, W.J. Education Terminology Guide for Northern Nigeria. Institute of Administration, Ahmadu Bello University, Zaria, 1962, p.20.

10. Little, W. et. al. The Shorter Oxford English Dictionary. Third Edition, Vol.1, A-M. Clarendon Press, Oxford, 1960, p.108.

11. Deighton, L.C. et. al. The Encyclopaedia of Education. MacMillan Co. & The Free Press, New York, N.Y. June 1971. pp.396-397.

how we think, feel about and act toward situations or other human beings. The behaviour exhibited as a result of the intergration of the three elements. In this context this study aims at finding out what behaviour Grade II pupil teachers hold toward the teaching profession.

5. UNESCO: United Nations Educational and Scientific Organization.

6. esprit: satisfaction with one's job.

Chapter 3

REVIEW OF RELATED LITERATURE

The Role of the Teacher

There is much literature relating to the role of the teacher in many books and journals. This is good evidence that there is quite a lot of concern about the job of the teacher who in all places is regarded as the backbone of the educational system.

A survey of some of this literature will reveal this concern. Starting from home (Nigeria), concern has been expressed by Dr. Solaru in his book entitled, "Teacher Training in Nigeria", in the following sentence:

> The foundation of much of Nigeria's educational, economic and social development during the next few decades must be a well - educated and professionally competent body of teachers who can take pride in their calling and in its importance

for the future of the federation.[12]

It is clear in Dr. Solaru's words that the success and efficiency of the educational system, which is the cog in the wheel of economic and social development, is governed by the adequacy in both numbers and competency of the teaching force. It is the teacher on whose shoulders we place the responsibility of educating our youth who are in fact the promoters of modernization, thus the teacher has the burden of directing the most precious wealth of the nation.

Another report on the role of the teacher comes from Professor Ukeje's book, "Education for Social Reconstruction".

> Indeed, the quality of the school and that of the teaching personnel can create a vicious circle; for we cannot have good schools unless we have good teachers and we cannot have good teachers unless we have good schools to produce them.[13]

The emphasis here is that the teacher is the most indispensable pre-requisite to a good education if this

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12. Solaru, T.T. Teacher Training in Nigeria. Ibadan University Press, Nigeria, 1964. p.106.

13. Ukeje, B.O. Education for Social Reconstruction. MacMillan & Co. (Nigeria) Ltd., Lagos. 1966. p.88.

education is to produce good teachers. Dr. C.B. Beeby of Newzealand and formerly of UNESCO argues that what you can do in a school depends first and foremost on the quality and dedication of your teachers.[14] By quality he means adequate training, the teachers knowledge, skillls and attitudes, and above all the teacher's understanding of problems and his dedication to the cause of the nation.

Professor Babs Fafunwa is another authority on education in Nigeria and has contributed a great deal to our understanding of the role of the teacher in a developing nation. In an address on "African Education at the Cross Roads", to the 1973 A.T.E.A. Conference held at the University of Ife, April 6-9, he says:

> The teacher in Africa is expected to be a community leader, an innovator and a mobilizer. He, more than any other professional, influences our youths and therefore half of our future. We owe it to ourselves and our nations as teacher educators to adequately prepare him for his all

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14. Lewe, J. et. al. Education and Nation Building in the Third World. Onibonoje Press, Ibadan, 1973, p.12.

important role as a nation builder.[15]

Like Professor Fafunwa, all the speakers at the A.T.E.A. Conference emphasized the new role of the African teacher in the light of the present challenges in Africa today. The delegates called for a new concerted effort to make teacher education meaningful to the environments obtaining in the different countries by introducing relevant curriculae.

Perhaps one of the greatest praises for teachers is that made by Robert Bridges as quoted in E.B. Castle's[16] book - "The Teacher".

> Hence cometh all the need and fame of the teachers, men of inborn nobility call'd Prophets of God..... the sainted pioneers of civilization unto whom all wisdom won and all man's future hope is due.
>
> Robert Bridges, "Testament of Beauty", VI. 232-239.

It is interesting to note a number of things from the quotation. First, Robert Bridges acknowledges the fact that teachers are famous people. No doubt he

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15. Fafunwa, Babs. A. African Education at the Cross Roads An extract from the A.T.E.A. conference Reports and Proceedings. Faculty of Education, University of Ife, Ile-Ife, Nigeria. April 6-9, 1973. p.XI.

16. Castle, E.B. The Teacher. O.U.P. Oxford, 1971, title page.

implies that they have a famous profession because of the great responsibility they have - that of taking care of the youth who are the leaders of tomorrow and the would-be sustainers of the civilization we are struggling to build. Secondly, he says teachers are men of nobility indicating that their profession is a great one. Thirdly, he says they are prophets of God implying dedication to a cause. The fourth aspect is that teachers are pioneers of civilization, full of wisdom, and fifth, that man's future is in their hands. No doubt the quotation sums up the role of the teacher very well.

In the same book, The Teacher, E.B. Castle gives what he rightly calls the new roles of the teacher, in the following words:

> Education is concerned with knowledge, with skills, with persons, with relationships between persons, and with values. The teacher is simultaneously involved with these different facets of education all his working life and every day. Hence, it is in the person of the teacher rather than in the curriculum or organization of the school, that all these aspects of education are harmonized. It is individual teachers who bring children inside the citadel of civilization so that they will understand and love what they see when they get there.[17]

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[17]. Castle, E.B. op. cit. p.214

From all these ideas by the different authorities we can note a number of things, viz.

1. That the success of the educational process depends to a great extent on the character and ability of the teacher who is the cornerstone of the arch of education.

2. That the teacher must be a well informed man. This calls for a revolution in teacher education programmes.

3. He must be knowledgeable in his subject field.

4. He must be able to challenge and motivate children to learn.

While there is this urgent awareness of the great role of the teacher in education, it cannot be over emphasized that our educational systems have not been without problems. Of special concern have been the problems connected with teacher education.

The Problem of Curriculum

The first aspect of teacher education problem has been the necessity to devise teacher education programmes suitable to our pace of development. It has been found that our teacher education programmes

have not been able to meet the challenges of our developing nations. Consequently, a number of Teacher Education Conferences have been held in different African countries to focus on this problem. One such conference was held in Nigeria at the University of Ife, April 6-9, 1973. In addressing the conference, Professor Babs Fafunwa had this to say:

> The greatest challenge that confronts African education and ipso facto the A.T.E.A. in the 1970s is the need to encourage and stimulate innovation at all levels in the professional education of teachers in Africa and thus to make teacher education prgorammes respond positively and meaningfully to the needs of the child and his environment both emotionally and intellectually.[18]

Through such conferences the delegates are able to share experiences and come up with tangible suggestions necessary for implementation in their different countries.

Shortages of Teacher Educators

The second aspect of the teacher education problem has been the short supply of teacher educators. In fact this was another point discussed at the 1973 A.T.E.A. Conference held at Ife. Already various programmes are being taken in different

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18. Fafunwa. Op. cit. p. X.

countries to train teacher educators with the help of UNESCO and other charitable organizations but the demand is yet to be satisfied.

Shortages of Teachers

Of all the problems, this has been the greatest and the most widespread. International surveys which were carried out by UNESCO in 1963 and 1970 respectively revealed the following causes of teacher shortages:

1. The increase in the school age population.

2. The extension of education. Some countries kept pupils in school for more years.

3. The generalization of education i.e. the opening of more schools.

4. The introduction of compulsory education. Twelve countries reported that as result of the introduction of compulsory education, they had not enough teachers to cope with the increase in the numbers of students.

5. The introduction of free education. Five countries reported this.

6. Difficulties in recruiting teachers. Nineteen countries ascribed this to the lack of interest in the profession at the time when young

people are making career choices. Sixteen countries ascribed the lack of interest due to insufficient remuneration given to the teaching staff. It was also reported that because of the current economic boom, other careers offered (a) higher material and social status; and (b) the possibility of living in the cities where facilities were better.

7. Lack of training colleges and tutors.

8. Marriage of women teachers.[19,20]

Apart from these international reports, various people in Nigerian academic circles have also expressed great concern about the short supply of teachers. Notable among them is Professor Babs Fafunwa who emphatically expressed the exodus of teachers from the teaching profession to the civil service.

> Teaching has now become in many parts of Africa a stepping stone to other callings..... It is perhaps no exaggeration to say that of all the new states of Africa more than fifty per cent of African legislators, ministers, civil servants and premiers were at one time teachers.[21]

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19. Shortages of Primary Teachers. Research in Comparative Education publication No.256. XXVIth International Conference on Public Education. Geneva. 1963.

20. Educational Trends in 1970. An International Survey prepared by the International Bureau of Education - UNESCO, Paris - Geneva, 1970. pp.46-47.

21. Fafunwa, Babs.A. A New Perspectives in African Education. Macmillan & Co.(Nig.) Ltd. 1967, p.88.

Fafunwa admits that the status of the teaching profession has gone down and as a result people no longer take teaching seriously. He cites the following as reasons for this degeneration of the profession.

1. The admission of untrained and unqualified people into the teaching profession, thus giving the profession a low status and hence its importance and prestige has dropped.

2. The poor salaries paid to the teachers

3. The poor conditions of service, and

4. Poor public image.

Another such report comes from the Nigeria Union of Teachers. In a strongly worded memorandum to the Federal government, 1964, in which they championed the teachers' case regarding remunerations, conditions of service and gradings, they complained that:

> No one will deny that the teaching profession is now regarded by the generality of people today as the dreg of professions. Very few teachers have succeeded to persuade their pupils, including their own children to opt for teaching. The secondary school pupil shrugs his shoulders when you put to him the possibility of his being a teacher on the conclusion of his course; Medicine, Engineering, Law and Business are among the most popular choices. Who will make bold to say that the fact that teachers have been known to go

> without pay for several months on end in some regions is likely to inspire confidence in candidates for the profession. It is common knowledge that at least one third of the legislators in the Regional and Federal parliaments were one time teachers. The answer to this exodus is not far to seek. It cannot be denied that there are thousands who have been driven away from the profession by intolerable conditions and inadequate remunerations.[22]

Such has been the plight of teachers and no doubt all this must have contributed to the negative attitude that has developed for years against the teaching profession. E.B. Castle reminds the teacher of today in his book - "The Teacher", that the problems the teacher faces have a long history.[23] Right from the times of the Greeks, throughout the ages to the present times, the "schoolmaster" continued to live under the general assumption of his social inferiority.

Attitudes to Teaching and Aspirations of Teachers

Writing in the journal, The Clearing House, on the topic, Teacher Satisfaction as a function of Conditioning Factors in the School and Profession, Alexander M.Feldvebel

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22. The Teachers' Case. Memorandum prepared by the Nigeria Union of Teachers for presentation to the National Joint Negotiating Council on the Remunerations and Conditions of Service, Gradings etc of teachers. p.3-4. Union Headquarters, Yaba, June, 1964.

23. Castle, E.B. op. cit. title page.

points out that:

> Nevertheless, this heritage of low status has a marked conditioning effect upon those entering the profession and especially upon male teachers. The traditional male role as bread winner has been embroidered with traditional motives growing out of our middle class orientation to the achievement and success ethic. Status and success are closely identified with a number of job characteristics, but pre-eminent among them is the factor of monetary remuneration. Low salary standards are, as a rule, related to low status.[24]

This research report from America supports to a great extent what Fafunwa and the 1963 Nigeria Union of Teachers memorandum say about Nigerian teachers. One would therefore expect that a negative attitude developing against a particular career is likely to affect job performance. Whether or not this is true, it would seem that the encouragement of positive work attitudes and the feeling of personal well-being associated with this is an end worthwhile in itself.[25]

In the same report by Feldvebel, a study of school climate in a large mid-west surburban high

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[24]. Feldvebel, A.M. Teacher Satisfaction as a Function of Conditioning Factors in the School and Profession, p.45. Research report published in "The Clearing House", A Journal for Modern Junior and Senior High Schools. Vol.43, No.1. Sept. 1968.

[25]. Ibid p.48.

school supports the hypothesis that differences in levels of esprit among faculty members are associated with differences in sex.[26] Interestingly, this same hypothesis is found in the present study which is focussed on Grade II student teachers in Noth Central State, Nigeria.

It is also important to note that while there are many who would not choose teaching for one reason or another, there are definitely those who have a very positive attitude towards the profession. In his book entitled, Careers in Education, Richard Wynn says when a number of teachers who liked teaching were interviewed on why they became teachers, they gave the following reasons:

1. Fondness of working with young people.
2. Teaching offers a challenge of an important service to society.
3. Teaching offers intellectual interest and stimulation.
4. Job security and other favourable working conditions.
5. Professional preparation at a nominal cost.[27]

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26. Ibid. p.45.
27. Wynn, R. Careers in Education. McGraw-Hill Book Co. Inc. New York. 1960, p.12.

Wynn however warns that:

> As a prospective teacher you must face frankly the circumstances of this economically underpriviledged profession. If you must find your satisfaction in life through the accumulation of material luxuries, teaching should not be your vocational choice. But if you can accept partial payment in the coin of intellectual stimulation, the thrill of guiding the growth and learning of young citizens, and the satisfaction of strengthening the destiny of the free world through the hearts and minds of future generations, teaching offers you an unsurpassed opportunity.[28]

On the whole, the question on aspirations and attitudes of Grade II student teachers toward teaching is quite an interesting one especially at the present time when a number of things are happening. One thing is that teachers have just got their Udoji salaries this year, so it would be interesting to find out if the negative attitude expressed by many writers still exists. Another pertains to the opening up of chances for Grade II teachers to further their qualifications as stated by Professor Ogunsola in his article, Teacher Education Programme in Nigeria, in the Nigeria Educational Forum, 1974. He says:

> Until fairly recently, a teacher was doomed to only the Grade II Certificate. If he wanted anything higher he must study privately to pass G.C.E.(A'level) in two subjects and

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28. Ibid. p. 212.

> then apply to be examined in practical teaching, to qualify for Grade I Certificate. With the advent of the Advanced Teachers Colleges in 1962, a Grade II teacher has the prospect of qualifying f r a higher certificate. This is to get him the N.C.E. Certificate after 3 years study..... All the same it is now being subtly equated t Higher School Certificate - a 2 year course beyond the West African School Certificate.[29]

This means that a Grade II teacher can now aspire for a University degree if he ch ses to. We have already seen a number of them qualifying with a B.A. or B.Sc. in Educati n and this trend is a g od step in the right direction.

Most of us are also aware that s me of them have left teaching for other jobs. Perhaps these were driven away by the c nditions in the teaching service or perhaps they had made the wrong "career choices".

This question of career choices is quite complex that the author will not delve int it in depth, but suffice is to mention that a number of theories have been put forward reflecting on our directions of choice.

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29. Ogunsola, A.F. Teacher Educati n Programme in Nigeria. Published in A Journal of The Department and the Institute of Education of Ahmadu Bello University, Zaria, Vol. 1. No.1. June, 1974, p.12.

While for example Ginzberg and Associates say the process of career choice is an irreversible developmental process. Hoppock enphasizes that career choices are made to satisfy needs and particular values, and are subject to change.[30,31] What ever are the reasons for one changing one's career, it should be remembered that choice of career is determined by a variety of factors. Therefore some knowledge of the theories is also important inorder to understand why people choose what they chose. And perhaps this is where the role of guidance services should come in to try and help students in making satisfactory choices.

Already Guidance services have been introduced in the Secondary Schools in North Central State. One wonders if it would not be a good idea to extend the services to both Primary schools and Teachers Colleges since it is acknowledged that the process of making a career choice is a developmental one. Perhaps by extending guidance services to all our students, we shall have opened a new chapter in the struggle to stabilize career

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30. Shetzer, B. Stone, S.C. Fundamentals of Guidance. Second Edition. Houghton Mifflin Co. Boston. 1971. p.354-355.

31. Hoppock, R. Occupational Information. Third edition. McGraw-Hill Book Co. New York. 1967, pp.87-88.

choices with particular reference to the teaching profession.

So important is the issue of teachers and especially Grade II teachers, as we move into the U.P.E. era in Nigeria. It cannot be over-emphasized that for the success of the programme, this grade of teachers should be understood and encouraged. The success can be expected to form the cornerstone of much progress, for it is primary school graduates that will form the bulk of the workers who will be needed in the many development projects that are being launched. Indeed primary education is the base of a sound educational and economic system in every country and a careful handling of it yields dividends in Nigeria.

Chapter 4

METHODOLOGY

The main aims of this research were to investigate aspirations of Grade II student teachers and their attitudes toward the teaching profession for which they are preparing. The following hypotheses were therefore put forward for test.

1. There is no relationship between high aspirations of students and the educational background of their parents.
2. The aspirations of female student teachers in this study are lower than those of their male counterparts.
3. Female student teachers in this study have a more positive attitude toward the teaching profession than their male counterparts.

Construction of the Opinionaire (STAR)

In order to carry out the study the author constructed a 27 item questionaire (STAR) which was designed to elicit responses in the field of study. This instrument was in two parts. Part one was made up of 15 items all of which covered:

1. the name of the college.
2. the student's age and sex.
3. the students' parental education and employment.
4. the students' influence to take up teaching.
5. Guidance services offered to students.
6. the students' educational and vocational aspirations.

Part two (12 items) covered attitudes of students toward:

1. the importance of the teaching profession.
2. willingness to become a teacher.
3. working conditions in the teaching profession.
4. the status of the teacher, and
5. the role of the government to the teaching profession.

Initially the instrument was pretested with one group of 50 Bassawa Teacher Training College students to check on its clarity and validity. On the result

of this pretest some items which were thought to be either vague or not very useful were discarded and the vital ones were retained.

Scoring the Questionaire

The questionaires for each college were numbered 1 to 50, thus assigning a number to each respondent. This was done to facilitate counter checking when tabulating the data.

The first part of the questionaire which covered the students' family background, guidance and counseling experiences in the school/college, and aspirations of the students was scored by registering the number of responses and their equivalent percentages - see tables 1 to 10.

The second part which is made up of 12 statements was tabulated in accordance with the Likert[32] scale.

The Likert - type Scale

The Likert scale is the most frequently used summated scale in researching social attitudes. It was

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32. Selltiz C. Jahoda, M. Deutsch, M. & Cook, S.W. Research Methods in Social Relations. Revised One - Volume Edition. Hold, Rinehart and Winston. March 1966. pp.366-370.

developed in the United States by Professor Likert, (1932).

In such a scale, the subjects are asked to respond to each item in terms of several degrees of agreement or disagreement; for example strongly agreed, agreed, undecided, disagreed and strongly disagreed. The twelve statements, therefore, in part two of the questionaire were scaled in this way - see appendix. Six statements represented a positive attitude toward the teaching profession while the other six a negative attitude.

The subjects indicated their response to each item by checking one of the categories of agreement - undecided - dsagreement. The responses to the various items were scored in such a way that a response indicative of the most favourable attitude was given the highest score. For example, the six items indicating a positive attitude were scored from 5 to 1 while those indicating a negative attitude vice-versa. The important thing was that the responses be scored consistently in terms of the attitudinal direction they indicate.

On the overall scale, there was a possible maximum total score of 60 for perfect agreement with

the 12 statements, or a minimum total score of 12 for perfect disagreement - see scale in chapter 5. The mean was computed to 36.0.

This then means that the total score of each respondent is simply the sum of his scores for the 12 items. When totals for all respondents were added and divided by the number of respondents, the mean score (M) for the total group was obtained - see table 9. This was found very useful in this study as the idea was to determine the global attitude synthesis of males compared to females. The results obtained are discussed in the following chapter.

The responses were further analysed to determine which of the items discriminated clearly between the high scores and the low scores on the mean of total score. An interpretation* of this is also given under "Item Analysis", Chapter 5.

Chi Square Tests

X^2 tests were carried out in respect to hypotheses 1 and 3. In most researches of this nature the level of significance is usually fixed at .05.

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*The author does not, however, claim perfect interpretation of socres under "Item Analysis".

If probability is less than .05 ($P < .05$) then the results of the study are regarded as significant. If probability is more than .05 ($P > .05$) then the results are not significant. This will be seen in Chapter 5.

Data Collection

Before the researcher set out to collect data, a letter was written in September, 1975, to the Ministry of Education, Kaduna, to seek permission to carry out the study. Copies of the letter were also sent to the Teacher Training Colleges short-listed by the author (see letter in appendix).

In October, 1975, the researcher visited the following colleges to collect data:

1. Bassawa Teachers College, Zaria.
2. Women Teachers College, Zaria.
3. Kaduna Teachers College, Kaduna and
4. Women Teachers College, Kaduna.

There was very good cooperation on the part of the Principals, tutors and students, consequently the exercise was completed within the first two weeks of October. In each of the colleges a sample of 50 form-five students was taken making a total of 200

students from all the four colleges. Tables 1 and 2 below show the composition of the sample and the age ranges of the respondents.

Table 1. Distribution of Respondents in Sample According to College

College	Respondents		
	Male	Female	%
Bassawa, Zaria	50	-	25
Kaduna T.C.	50	-	25
W.T.C. Zaria	-	50	25
W.T.C. Kaduna	-	50	25
Total	100	100	100

Table 2. Ranges of Ages of Respondents

Range of Ages	No. of respondents	%
10 - 15	3	1.5
16 - 20	155	77.5
21 and above	29	14.5
Undeclared	13	6.5
Total	200	100

Since the researcher is a full-time post graduate student at Ahmadu Bello University the data was sorted out on the main campus taking advantage of the facilities offered in the faculty of education. The following chapter discusses the findings of this research.

Chapter 5

FINDINGS OF THE STUDY

The findings of this research study are presented through tables and percentage designations of the various student responses to the questionaire administered to 200 students from the four teacher training colleges already mentioned in chapter 4. The sample consisted of 100 boys and 100 girls.

Results were reported according to the hypothesis they represented.

Testing the Hypotheses

Hypothesis One: Discussion. It was hypothesized that there is no relationship between high aspirations of students and the educational background of their parents.

In testing this hypothesis, it was necessary to bring into the picture the parental background of the

respondents - see tables below. The information thereby obtained was then compared with the aspirations of the respondents to prove the acceptance or rejection of the hypothesis.

Education and Employment of Parents. In tables 3a and b below the responses registered by the students were taken to mean the number of mothers/fathers who had that particular level of education or nature of employment. These were also expressed in percentages. And again, since the hypothesis to be tested did not require separate responses for male and female students, the responses for all students on a particular aspect e.g. no education, were grouped together to give a global picture of that particular level of education or employment.

Table 3a. Respondents' parents educational level.
(N = 200)

Education	Father	%	Mothers	%
No education	75	37.5	108	54
Koranic	40	20	47	23.5
Primary	44	22	31	15.5
Secondary	20	10	9	4.5
Commercial/techn.	8	4	3	1.5
University	12	6	1	.5
Other	1	.5	1	.5
Total	200	100	200	100

Table 3a above shows how many fathers/mothers who attained the levels of education stipulated. The following significant trends are clear:

1. Fifty four percent (108) of the mothers and 37.5% (75) of the fathers have no education.

2. Ninety three percent (186) of the respondents' mothers lie in the first three brackets i.e. no education, koranic and primary. The same brackets carry 79.5% (159) of the respondents' fathers. This trend means that most students in this study came from parents with low education.

3. Only 16% (32) of the respondents' fathers and 5% (10) of their mothers have either secondary or university education. In fact 12 fathers and one mother have university education. N.B. These 13 will appear in table 7a where they will be compared to the expressed aspirations of their children to show if there is any relationship.

All the above trends reflect on the types of jobs most of the parents engage in - see table 3b below.

Table 3b. Respondents' Parents Employment.
(N = 200)

Employment	Fathers	%	Mothers	%
Farming	114	57	23	11.5
Teaching/Lecturing	8	4	3	1.5
Private firm	3	1.5	3	1.5
Trading	24	12	41	20.5
Civil servant	23	11.5	3	1.5
Health services	-	-	-	-
Other	28	14	-	-
Housewife	-	-	125	62.5
Total	200	100	200	100

In table 3b it can be seen that 62.5% (125) of the respondents' mothers are just house wives. Ninety four percent (108) of the mothers are housewives, traders, farmers, jobs requiring low education or no education at all especially in the African setting. The 94% correspond with the 93% discussed under table 3a, Education of Respondents' parents.

Of the fathers 69% (138) are farmers and traders. As already mentioned these jobs require little or no education.

These compare favourably with the 80% discussed under table 3b. Consequently it can be inferred that low education leads to jobs requiring low education - farming, trading, etc.

Fifteen and half percent (31) of the respondents' fathers are civil servants, teachers/lecturers and these are jobs requiring a good education ie. secondary and above. This lot matches up with the 16% representing fathers with secondary or university education in table 3a.

Factors Influencing the Students.

The Family. Whether or not the family has any influence on the educational or occupational aspirations of our respondents will be shown in table 4 below. The researcher viewed this as another important exercise if we are to understand whether the aspirations and interests of the students have any parental bearing.

Table 4. Persons Influencing Respondents' Choice of Teaching Career.
(N = 200)

	Male & Female Respondents	%
Family	61	30.5

	Male & Female Respondents	%
Careers Master	5	2.5
Headmaster/ Principal	2	1
Friend	6	3
Teacher	11	5.5
Nobody	115	57.5
Total,	200	100

Table 4 above shows two significant trends.

1. Fifty seven and half percent (115) of the respondents chose teaching as a profession on their own. This trend will definitely have a bearing on their positive attitude towards the profession. And again this trend shows self direction rather than "parental influence".
2. Thirty and half percent (61) of the respondents were influenced into the teaching course by the family. This low percentage as compared to those who chose teaching on their own is a likely pointer to the fact that most students' aspirations are not determined by parental influence.

The Common Entrance Examination Results.

The Common Entrance Examination results are another determiner or source of influence as to what students do next after leaving the primary school. The examination is a sorting device. Those who pass very well and have money for further education definitely proceed to the secondary school unless they choose to take up some professional training. Those who cannot enter the secondary schools are usually channelled to Teacher training colleges, Commercial colleges and the like. However, we still get a good number of students who qualify for secondary school but opt for the Teacher Grade II Certificate. There are also those who leave the secondary school after form II to join the Grade II Certificate course.

The following tables 5a and b, show the influence of the Common Entrance Examination results on our respondents.

Table 5a. Influence of Common Entrance Result on Respondents' Choice of Teaching Career.
(N = 200)

	Male & Female Respondents	%
Yes	149	74.5
No	51	25.5
Total	200	100

Table 5b. Respondents' First Choice of Teaching Career.
(N = 200)

	Male & Female Respondents	%
Yes	119	59.5
No	81	40.5
Total	200	100

Tables 4, 5a and 5b above counter check one another. While table 4 shows that 57.5% (115) of the respondents chose the teaching course on their own liking, 59.5% (119) in table 5b confirm the liking for the course. However table 5a with 74.5% (149) who joined the course on the strength of their Common

Entrance Examination results seem to indicate that some of these respondents had first choices somewhere else, perhaps further (secondary) education which they could not get or take for one reason or another, thus they were forced into the teaching course by circumstances. This is a likely pointer to the fact that a good percentage of the students have higher aspirations.

N.B. A good many of those registered under "no" (40.5%) indicated in their answers that they came from the secondary schools.

Aspirations of Student Teachers. As mentioned earlier in chapter 3 "aspirations" are defined as steadfast desire for something. It is common place for people to aim at and work toward particular goals which they set for themselves. In so doing one gets a sense of direction and purpose.

Some people set higher goals than others. This is evidenced by the responses of the 200 male and female student teachers in this study - see table 6 below. The crux of the matter here was to find out if there is any relationship between the high aspirations of some students and the educational

standing of their parents. If there would be any relationship we could probably equate high aspirations of students to high education of parents. Tables 7a and 7b should be able to answer this question.

Table 6. Educational Aspirations of Respondents.

(N = 200)

Educational Aspirations	Male Resp.	%	Female Resp.	%	Total	Total %
Group I						
1. I would be furthering i.e. Sec. Schl.	17	17	7	7	24	12
Group II						
1. I would have take Nursing course	3	3	56	56	59	29.5
2. Technical Course	33	33	-	-	33	16.5
3. Commercial course	4	4	7	7	11	5.5
4. Home Economics course	-	-	1	1	1	.5
5. Bible Studies course	-	-	1	1	1	.5
6. Journalism	2	2	-	-	2	1
7. Army/Police course	8	8	-	-	8	4
Group III Other Resp.						
1. I would have taught as untrained teacher	4	4	5	5	9	4.5
2. Work in office	10	10	-	-	10	5
3. Trading	7	7	9	9	16	8
4. Farming	2	-	-	-	2	1
5. Housewife	-	-	6	6	6	3
6. I would do nothing	10	10	8	8	18	9
Total	100	100	100	100	200	100

Table 6 above shows the respondents' aspirations, male and female respectively. It is clear from the table that 12% (24) of both sexes aspire for something higher than a Grade II teachers Certificate. They indicated in their responses that if they had not taken up a teaching course they would be in secondary school with the ultimate aim of going to university to study courses like Medicine, Engineering, Law etc. The researcher labelled this group, "Students with higher aspirations. N.B. This group will be matched with parents in table 7.

The second group is for those who would have done nursing, commercial course etc. and these do not show higher aspirations because those courses are not necessarily higher than what the respondents are studying.

The third group is for those who are even lower than a Grade II course in educational aspiration.

To check if there is any relationship between students with high educational aspirations and the educational levels of their parents the author selected a sample of the 12 parents with university education in table 3a and then matched them up with

their sons' and daughters' (respondents) aspirations - see table 7a below. This exercise was reversed in table 7b where students who registered high aspirations in table 6 were taken and then their parents' educational standing were recorded. The results revealed by these two tables, 7a and 7b, are discussed below in the conclusion of hypothesis one.

Table 7a. Educational Level of a Sample of 12 Fathers with Highest Education as Compared to Their Childrens' Aspirations (N = 12)

College	Student No.	Fathers Educ.	Mothers Educ.	Childrens' Expr. Asp.
W.T.C. Kaduna	14	University	Koranic	Housewife
"	32	Uni.	None	Business
"	38*	Uni.	Koranic	Further educ
W.T.C. Zaria	7	Uni.	Koranic	Nursing
"	19	Uni.	Sec.	Housewife
"	25	Uni.	Sec.	Nothing
"	38	Uni.	Koranic	Nursing
"	42	Uni.	Primary	Nursing
"	43	Uni.	Primary	Nothing
Kaduna T.C.	42	Uni.	Uni.	Trading
"	49	Uni.	Sec.	Teaching (untrained)
Bassawa	50	Uni.	Primary	Trading

N.B. Only student No.38 shows relationship with parent.

Table 7b. Students Expressed Aspirations Compared to Parents Educational Level.

(N = 24)

College	Stud. No.	Student Expr Aspirations	Fathers Educ.	Mothers Educ
W.T.C. Kad.	9	Further Educ.	Primary	Primary
"	38*	"	Uni.	Koranic
"	42	"	Primary	None
"	46*	"	Technical	None
W.T.C. Zaria	1	"	None	None
"	31	"	None	None
"	48	"	Koranic	Koranic
Kaduna T.C.	25	"	Koranic	Koranic
"	14	"	Primary	Primary
"	7*	"	Sec.	Koranic
"	5	"	Koranic	None
"	11*	"	Sec.	Commercial
"	16	"	None	None
"	28	"	None	None
"	41	"	Koranic	None
"	35	"	Koranic	Koranic
Bassawa T.C.	9	"	Koranic	Koranic
"	15	"	Primary	Koranic
"	22	"	Koranic	Koranic
"	31	"	Koranic	Koranic
"	2	"	None	None
"	24	"	None	None
"	25	"	None	None
"	34	"	Koranic	Koranic

N = 24 X^2 = 8.75 P = < .01

N.B. In table 7b above Secondary, technical Commercial and University education for fathers/mothers were taken as indicators of relationship with respondents' high educational aspirations. Only 5 parents of students numbers 38 and 46 W.T.C. Kaduna and numbers 7 and 11 Kaduna teachers college show relationship.

Conclusion. A sample of 12 responses in table 3a indicating parents with university education as expressed by the respondents was chosen. The 12, parents were watched with their childrens' (respondents) expressed aspirations - see table 7a. The result showed that only one student (student number 38 W.T.C. Kaduna) out of 12 shows a high aspiration which corresponds with the father's high education.

The procedure was reversed in table 7b. In this table a sample of 24 respondents who recorded the highest aspirations in table 6, see group 1 in table 6, are shown. The result showed that only five parents of students numbers 38 and 46 and numbers 7 and 11 show relationship.

This means that students with high aspirations do not necessarily have highly educated parents. Therefore the hypothesis that, "There is no relationship between high aspirations of students and the educational level of their parents" was supported.

The researcher carried out further statistical tests to ascertain the validity of the findings. The Chi square test was used i.e.

$$X^2 = 2\left(\frac{fo - fe}{fe}\right)^2$$ (Garret:1966.p.259)[33]

(fe) 24 - total sample to be treated

(fo) 4 - students who matched with parents

(fe) 20 - students who did not match with parents

	related	unrelated
(fo)	4	20
(fe)	12	12
(fo - fe)	8	8
correction (- .5)	7.5	7.5
$(fo - fe)^2$	52.5	52.5
$\frac{(fo - fe)^2}{fe}$	4.375	4.375

33. Garret, H.E. Statistics in Psychology and Education Vakils, Feffer and Simons Private Ltd. Six U.S. edition. May 1966. p.259

$X^2 = 8.75$

$df = 1$

P is less than .01

By checking table E (Garret 1966:462)[34] it was clear that the X^2 lies beyond the limits of the table thus the probability is simply listed as less than .01 This means that the discrepancy between related and unrelated respondents was so great that a hypothesis of normal distribution was rejected. Too few student teachers aspirations showed a relationship with their parents' educational levels, thus our hypothesis one was accepted.

Hypothesis Two: Discussion

The researcher also hypothesized that a higher percentage of male student teachers in this study has higher educational-vocational aspirations than their female counterparts. The emphasis here was on vocational aspirations although in doing so one would not divorce the educational aspect since education is regarded as an instrument of advancement to higher jobs in society.

To test the above hypothesis, data obtained from the question, What do you hope to be in 10 years

34. Ibid. p. 462.

from now? was used. It was also hoped that the findings obtained from the first hypothesis would help to clarify future aspirations of the respondents and further be a pointer to the solution of the next hypothesis.

The table below shows the trend of students responses on what they hope to be.

Table 8. Vocational and Educational Aspirations of Respondents.
(N = 200)

Responses	Male Resp.	%	Female Resp.	%
Group I				
1. I will still be teaching	20	20	57	57
Group II - Higher Aspirants				
1. I hope to be a lecturer	29	29	-	-
2. I will be furthering i.e. doing higher education	14	14	16	16
3. I will be a civil servant	19	19	1	1
4. I hope to be a lawyer	-	-	1	1
5. A hope to be a nurse	-	-	2	2
6. Artist	2	2	-	-
7. Journalist	2	2	1	-
8. Home Economist	-	-	1	1
		74		19

Responses	Male Resp.	%	Female Resp.	%
Group III				
1. House wife	-	-	22	22
2. Trader	1	1	-	-
3. I don't know	5	5	-	-
Total	100	100	100	100

Table 8 above shows future ambitions of 200 male and female student teachers in this study. Simple statistics clearly show that while 20% of the male respondents do not hope to change their position 10 years from now, a corresponding 57% of the women are in the same category. This is made clear in their statements all of whom either say, "I will still be teaching" or "I will be teaching" or simply "teacher". These statements were taken to mean that this lot will still be teaching as Grade II teachers. Of course if they hope to be higher than Grade II they would have said so like group II which indicated that they would pursue further education to become lecturers etc.

Seventy four percent of the male respondents aspire for positions higher than a Grade II teacher. These positions include lecturer (29%), further education (14%), civil servant (19%) artist (2%),

journalist (2%), officers in the armed and police forces (8%). A corresponding 19% of the female respondents aspire to do further education (16%) to be civil servant (1%), lawyer (1%), and home economist (1%).

There is 22% of the female respondents who indicated that they will be housewives. This was taken to mean that they will just be housewives or be housewives and still Grade II teachers because this was not substantiated. Of course if the respondents hope to be housewives and pursue further education or whatever, they would have said so. In other words this group together with those in group I are low aspirants.

Conclusion. It was seen from the analysis that 74% of the male respondents (Group II) aspire for a higher educational and vocational future. The corresponding percentage of female high aspirants was 19% (Group II) Groups I and II show low aspirants. Of these 57% of the female respondents do not hope to improve their grade II status, while another 22% will just be housewives. These two categories carry the bulk of the female respondents as compared to males (26%). Consequently the researcher concluded that hypothesis two was accepted. It was deemed not

necessary to carry out further statistical verification as the gap between males and female respondents was quite large. More so it was seen in table 6, group I, that of the 24 respondents aspiring for further education 17 were male and only 7 were female, thus reinforcing the conclusion of hypothesis two.

Thus the findings revealed that not only do male student teachers have higher aspirations, but also, a higher percentage (74%) of them has higher aspirations than their female counterparts (19%).

Hypothesis Three: Discussion

Attitudes of Student Teachers Toward the Teaching Profession. The Encyclopaedia of Education, Vol. 1. 1975 says attitudes refer to how we think, feel about and act toward situations. In this study the researcher inquired into what Grade II student teachers think and feel about the teaching profession which they are preparing for. Data for this enquiry was obtained from the second part of the questionaire whose 12 statements sought to elicit responses concerning the following:

1. the status of the teachers as viewed by the respondents.

2. the respondents' willingness to become teachers.

3. the working conditions obtaining in the teaching profession.

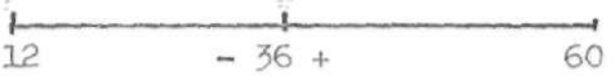
4. the role of the government in the teaching profession, and

5. the importance of the teaching profession.

To achieve the above task, responses to the 12 statements were analysed. It should be noted that this part of the questionaire was analysed with the use of the Likert Scale as indicated earlier in Chapter 4, Methodology. A global conclusion was then arrived at and the researcher went further to analyse individual items so as to get a detailed picture of the different elements already short listed e.g. status of teachers as viewed by respondents etc.

The Data. For the 12 statements there was a possible maximum total score of 60 for perfect agreement and a minimum total score of 12 for perfect disagreement. This means that the scores would fall between 12 and 60. An average on this scale would be: $60 - 12 = 48 \div 2 = 24 + 12 = 36$

Scale:



N.B. Any score that fell below 36 was taken to mean a negative attitude while those that fell above 36 were taken to mean a positive attitude.

The total score for each respondent is simply the sum of the scores for the twelve items (statements). When the totals for each respondent were added and divided by the number of respondents the mean score was obtained. Male and female respondents were treated separately and the results appear in table 9 below.

Table 9. Respondents' Attitude Synthesis
(N = 200)

Male respondents	'100	Female Respondents	'100
Total Score	'4485	Total Score	'4530
Mean of Total Score	'44.85	Mean of total score	'45.30

X^2 .002 P more than .95

The means for both male (44.85) and female (45.30) respondents the means (M) were seen to be above 36 on the scale and this was taken to mean that both groups have a positive attitude towards the teaching profession. However it can also be seen that the girls' mean is

higher than that of boys. To ascertain this difference, a Chi square test of significance was carried out.

$$X^2 = \Sigma \left[\frac{(fo - fe)^2}{fe} \right]$$

	female (mean)	male (mean)
(fo)	45.30	44.85
(fe)	45.075	45.075
(fo - fe)	.225	.225
$(fo - fe)^2$	.050625	.050625
$(fo - fe)^2$	.001	.001

$X^2 = .002$

df = 1

P more than .95

Conclusion. The probability of .95 means that in 95 out of 100 cases we can rely on an equal distribution of values. The researcher therefore concluded that there is no significant difference between the positive attitudes of female and male respondents in this study as regards the teaching profession. Consequently hypothesis 3 was rejected.

Item Analysis and Discussion of Results.

An item analysis was also undertaken to test the attitudes of both groups on the following:

1. the importance of the teaching profession
2. willingness to become a teacher.

3. working conditions in the teaching profession.

4. the status of the teacher, and

5. the role of the government to the teaching profession.

Table 11 in appendix shows the item mean scores for male and female respondents respectively. The mean item score on the scale was computed to 3.0, thus any score falling below this meant a negative attitude and those falling above positive.

In reporting these results the researcher made an interpretation of what the indices were likely to mean or to point to. It will be remembered that the respondents were not required to explain their points of view in this section of the questionaire, so the researcher's interpretation is based on the indices obtained and his informal discussions with a number of respondents during the data collection exercise.

Importance of the Teaching Profession. The mean scores of the respondents for items 1 and 8 show that they are above 4.0, way above total item mean (3,0). Both statements (items) express the importance of the teaching profession, and this meant that both male and female respondents view teaching as a very important instrument to society.

The researcher thinks this attitude is quite important if the teaching profession is to continue to grow in strength and purpose. The realization of its importance by the people who serve in it is fundamental to the success of education. It goes without saying that every possible effort should be taken to encourage this attitude since it is also fundamental to the survival of the profession as a whole and the restoration and consolidation of its status among other important professions.

Willingness to become a teacher. Items 2 and 4 sought to establish how willing the respondents were to serve as teachers. For the boys, item 2 scored 3.68 while for girls 4.14. This meant that more girls would choose teaching first if alternatives were presented to them. For boys item 4 (2.76) indicates that most of them would not make teaching a life-long profession. As for the girls, item 4 (3.12) shows that a little more than half of them would consider teaching a life-long profession.

The researcher viewed this to mean that there was a likelihood of a good many respondents leaving the profession in the long run unless conditions of

service were made better than what they are now to retain them.

Working Conditions in the Teaching Profession. The high mean scores 4.45, 4.42 for item 7 reinforces what the research has said above regarding the respondents' willingness to stay in the teaching profession. It is no new thing that many people shun the profession because they feel that the conditions of service and salaries are not commensurate with the responsibilities undertaken. As we have seen in the review of literature, this is one important flaw that makes for shortages in as far as staff provision is concerned.

The researcher therefore urges that a careful examination be made on this aspect whenever the authorities are working on normalizing irregularities between professions. Such a move will no doubt mean that the battle to avert staff shortages in the teaching profession will be half won.

The Status of the Teacher. Item 6 specifically deals with the status of the teacher in society. As we have seen in the review of literature there is

a considerable drop in the status of the teaching profession in general. Most young men nowadays opt for other professions because they offer more financial and prestigeous satisfactions. This situation has contributed to the moving away of even those who had initially joined the profession.

In this study, it was established that both groups of respondents are not happy with the status of the teacher as shown by the low item indices of 3.12 for boys and 2.91 for girls. This confirms what has been written by different people in some countries. Writing on "Teacher Satisfaction" in a journal called The Clearing House, Alexander Feldvebel says, "historically the teaching profession in the United States has been a low status occupation".[35] Mr. Feldvebel then suggests that the status of the teacher can be restored by encouraging iternal motivational systems. This means that the school system must offer a mileau which encourages the development of the teachers personal characteristics and professional wide interests and activities.

35. Feldvebel. op.cit. p.44.

The author of this study also recommends that the general improvement of the conditions of service, salaries and luring the best brains into teaching would no doubt improve the status of the teacher and his profession. By insisting on high standards of recruitment, the profession will desist to be regarded as one for the never-do-wells or the refuge of the less academically inclined.

The Role of the Government in the Teaching Profession. Looking at item 5 the indices 3.41 and 3.12 for the statement on the role of the government in the teaching profession reveals that there is a mixture of feelings among the respondents. It can be said that although the respondents feel that there is a positive improvement on their lot, the government could do much more to make the profession a much more comfortable one. This is probably true as one looks at the reaction of teachers after the recent Udoji awards. The National Union of Teachers which is the mouthpiece of teachers voiced that although the awards were welcome, they still fell below what other professionals and the civil service got.

Chapter 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This study was designed to examine aspirations of Grade II student teachers and their attitudes toward the teaching profession. The research project was particularly geared to find out whether the students' aspirations were influenced by parental educational background and to assess if sex was a variable that accounted for differences in aspirations and attitudes toward teaching. The researcher thus hypothesized that:

1. There is no relationship between the high aspirations of the students and the educational level of the parents.
2. The aspirations of female student teachers in the study are lower than those of their male counterparts.
3. Female student teachers in this study have a more positive attitude toward the teaching

profession than their male counterparts.

To carry out the study a 27 item opinionaire was administered to a sample of 200 student teachers (100 male and 100 female) from four teacher training colleges in Zaria and Kaduna, North Central State, Nigeria. The data obtained was analysed and applied to the hypotheses given.

(a) The findings of the study confirmed the hypothesis that there was no relationship between the high aspirations of the students and the educational level of the parents. From a sample of 13 respondents whose parents had university education, it was seen that only one respondent showed a high aspiration that matched with the parent's university education.

The exercise was reversed. The researcher chose 24 respondents who indicated high educational aspirations. By high educational aspirations, the researcher meant those student teachers who hope to achieve an education higher than a Grade II teaching certificate. These 24 respondents were matched with their parents and only 4 respondents were seen to have parents with secondary education

and above. The remaining 20 respondents were seen to come from parents with either no education, Koranic school or primary schooling.

Further statistical tests were carried out to test if there was any significant difference between the observed and expected results. A Chi square of 7.12 was obtained. This X^2 yielded a probability of less than .01. N.B. The level of significance had been fixed at .05; less than that meant the results were sigificant and more than that meant the results were not significant. Consequently it was concluded that the probability ($<.01$) obtained in the study meant that there was a significant difference between the two variables that were tested i.e. the high aspirations of the students and the educational level of the parents. In other words the hypothesis was accepted.

The above results indicate that to a large extent the aspirations and choices that our respondents make nowadays are personal. It is also probably true to say these choices are in line with the changes that modern developments have ushered in. As such people tend to look forward to higher

educational and vocational goals in an effort to find better positions in society.

Gone are the days when children were expected to be like their fathers. Table 4 shows that only 30.5% of the respondents were influenced by the family into the teaching course while 57.5% cho-se teaching on their own. Thus it can be said modern civilization has ushered in a lot of changes in attitudes and everybody, royal or ordinary man, is struggling to attain a high education that will put him in a better position in this competitive world, irrespective of what his parents are like. This change in attitudes can be seen in the notion that education will increase one's material benefits and also one's social mobility to the higher echelons of society.

(b) The second hypothesis was also accepted. A higher percentage of male student teachers were seen to have higher vocational and educational aspirations than their female counterparts. From the sample, 74% of the male respondents showed that they aspired for positions higher than a Grade II teachers' certificate and a corresponding 19% of

the female respondents fell in the same category. The positions aspired for by male respondents included further education (14%) leading to lectureship (29%), civil servant (19%), army/police officer (8%), artist (2%) and journalist (2%), The list for female aspirants is shorter, it includes further education (16%) leading to civil servant (1%), lawyer (1%) and Home economist (1%). The rest of female respondents' aspirations were low i.e. Grade II teacher (57%) and Housewife (22%).

Thus the findings revealed that not only do male student teachers have higher aspirations, but also, a higher percentage (74%) of them has higher aspirations than their female counterparts (19%).

The low percentage of female respondents with high aspirations probably means that generally the female stock is aware of the limitations imposed by marriage and the types of jobs popular or available to women. In most African societies the African woman still has not been liberated and accorded the same position as the man, thus she is still aware of what she is expected to be by the manfolk.

On the other hand, the traditional position of the man as the bread-winner in the home places him in a position where he aspires for maximisation of the chances available to achieve greater financial rewards. This is justified by the high percentage (74%) whose high vocational aspirations have been enumerated.

(c) The Third Hypothesis was rejected. It was established, after the Chi square test (X^2 = .002, P > .95) that there was no significant difference between the female attitude synthesis (mean) score (45.30) and the male mean score (44.85).

Furthermore another important finding was that both groups showed a positive attitude toward the teaching profession since their mean scores were above the mean (36) on the scale. The researcher viewed this trend with interest since it appeared to be contrary to what some authors have written about people shunning the teaching profession. In the review of literature many authors were quoted as saying that the teaching profession was unpopular to the generality of the people. Low income, poor working conditions and low status of the

profession were cited as some of the major factors making the profession one of the greatest shortage fields. Perhaps the positive attitude revealed in this study can be credited to a number of recent improvements on the profession with particular reference to the 1975 Udoji financial awards. It may also spring from the fact that a good percentage of the respondents (57.5%) indicated in table 4 that they chose teaching on their own.

Positive as the overall attitude toward the teaching profession seems, as revealed by this sample, it was however seen that the respondents had mixed feelings on aspects such as working conditions in general, the status of the teacher and the role of the government. This is evidenced by results of the item analysis that the researcher further undertook - see results in appendix. In other words we can contend that while our sample shows an overall positive attitude toward the teaching profession, this does not mean that they regard everything in the profession as perfect.

In any case the existence of positive attitudes in our sample of student teachers is a healthy

situation for the teaching profession and for the educational system as a whole. It has already been mentioned in the review of literature that teachers' attitudes, positive or negative definitely affect those they come into contact with, especially the children they teach. Thus, the encouragement of positive attitudes should be part of the campaign to make the teaching profession an attractive career which would lure greater numbers and even the best brains in our societies.

With the coming of U.P.E. in 1976 the demand for teachers will even be greater. If this positive attitude we have seen in those teachers in training spreads to the generality of the school going population, then we can be assured of meeting the demands that U.P.E. will entail.

Apart from the above findings, the study also established the fact that more female student teachers (57%) than their male counterparts (20%) as shown in table 8, hope to be teaching as Grade II teachers in the next decade or so. If these percentages are reliable, then we can be led to believe that there will be more female teachers in the

primary schools than male teachers. Consequently it would probably be fair or sensible to make available more training facilities for more female primary teachers since they are the ones who are likely to stay longer. If this assertion were true, then Nigeria will not be the only country where most primary school teachers are women. Dr. J.E. Sadler[36] in his book entitled The West African Teacher's Guide says in Europe and America women form the majority of teachers.

Another point to note in the study is that about 86% of the respondents come from families with less than a secondary education. These parents either have primary, koranic or no education. Out of these, 46% have no education at all. Consequently most of the parents (82%) engage in employment that requires little or no education. This trend, of course, has been seen to have no effect on the aspirations of the respondents.

The survey also revealed that guidance services were minimal in the teacher training colleges covered in the study (see tables 10a,b,c,d,e. in appendix

36. Sadler, J.E. The West African Teacher's Guide. George Allen & Unwin Ltd. London, 1958. p.28.

for Guidance services). That guidance services are necessary in teacher training colleges is probably a controversial point. The North Central State Ministry of Education introduced guidance services in secondary schools a few years ago. The emphasis of the services is mainly on educational and vocational placement and testing.

The researcher feels strongly that guidance services are equally important to students in the teacher training colleges. Two aspects of the services which would be ideal for them are counseling and occupational information. Whether one is training to be a teacher or is in a secondary school, one is bound to have personal problems, hence the need for counseling cannot be overlooked. Counseling for personal problems undoubtedly enables the student to achieve self adjustment and actualization, and thereby one gets a sense of purpose which is very important to the student teacher if he is to do his work properly.

Occupational information is equally important to the teacher trainer so that he can be made aware of the opportunities available in his field of work,

thus reinforcing his positive attitude and desire to continue in the profession.

It cannot be over-emphasized that a great many people lack proper information about the prospects of advancement within the teaching profession. It is always thought that teaching means dying in the classroom. Very few people ever think of jobs like, headmaster/principal, Education Officer, school counselor, careers master or students' advisor, lecturing, research, curriculum planner, school matron, boarding master and many others; all of which are within the teaching profession. If all this occupational information were to be made available to teachers in training and those in the process of making career decisions, then we would probably see a different attitude altogether.

In fact, teaching is one of those professions that enables a person to climb faster up the educational ladder since the teacher is always with books by nature of his work. A number of Grade II teachers have risen to positions of lectuer, principal, Education officer and even professor. Possibly if they had not been teachers they would

not have studied further to achieve these high positions.

Recommendations

The purposes of this study would not have been fulfilled without a word on the recommendations based on the findings. As stated earlier in Chapter 1, the study was a survey of some of the problems obtaining in the teaching profession so that we understand how best we can tackle them. Also, the study was not intended to be an end in itself but to be a thought provoking desertation aimed at promoting more research in this important field of teaching. Consequently the author makes the following recommendations:

1. That further research be undertaken with larger groups of student teachers inorder to ascertain if the general positive attitude toward the teaching profession revealed in this study is widely distributed among interns in North Central State and in Nigeria as a whole. The advantage for doing so lies mainly in the sense that the nation shall be able to estimate the nature of influence that teachers are likely to transfer to their pupils, for

or against the teaching profession.

Another aspect of this would be a follow-up study of these same student teachers to ascertain how reliable and realistic their positive attitude will be when they get into the field. This will definitely help us to estimate how far the nation can say it will be able to retain them in the teaching field. Undoubtedly this will also be an act of manpower survey which is necessary if the nation is to cope up with the expansions envisaged in our educational system.

Follow-up studies similar to the one suggested in this text have been carried out in many countries. In the United States, a sample of American teachers were asked, "Given the chance to start over again, would you become a teacher?"[36] Results showed that nearly three-fourths of the teachers would choose teaching if they had to make the choice over again with their present knowledge, while one out of seven was sure that he would choose some other profession.

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36. Wynn, Richard. op. cit. p.15.

2. The introduction of guidance services in teacher training colleges would also serve as useful a purpose alike in the secondary schools. These services would mainly concentrate on counseling and occupational information in an attempt to make clear the opportunities that are available in the teaching field. This would help to alienate the general feeling that a primary school teacher has no room for advancement.

Guidance services could also help those student teachers who should not be in teaching to find some other work, and this will enable them to achieve satisfaction in life.

3. In the light of the finding that more Grade II female student teachers than their male counterparts are likely to stay longer in primary school teaching, the researcher suggests that more training facilities for female trainees of this grade be made available. Perhaps by so doing the nation shall be able to cut down the out-flow of these teachers from primary schools and thus stabilize the teaching force. This not only ensures that there shall be a permanent teaching force, but also

the nation shall ensure that the demands the U.P.E. expansions will make can be tackled with realism. Stability of tenure is important if teachers are to acquire the necessary experience needed to cope with future problems.

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Appendix I

GUIDANCE SERVICES IN TEACHER TRAINING COLLEGES

Table 10a. Respondents who had Careers talks (N=200)

	BASSAWA	K.T.C.	W.T.C.Z.	W.T.C.K.	TOTAL
Yes	29	39	26	14	108
No	21	11	24	36	92
TOTAL	50	50	50	50	200

Table 10b. Who Gave the Talks ? (N = 200)

	BASSA	KTC	WTC.Z.	WTC.K	TOTAL
Careers Master	2	12	7	1	22
Teacher/Principal	27	27	19	13	86
None	21	11	24	36	92
TOTAL	50	50	50	50	200

Table 10c. Respondents Counseled. (N = 200)

	BASSAWA	K.T.C.	W.T.C.Z.	W.T.C.K.	TOTAL
Yes	20	7	22	16	65
No	30	43	28	34	135
TOTAL	50	50	50	50	200

Table 10d. Who Counseled Them? (N = 200)

	'BASSA'	KTC'	WTC.Z.'	WTC.K.'	TOTAL
Career Master	' 2	' 0	' 1	' 0	' 3
Teacher/Principal	' 18	' 7	' 21	' 16	' 62
None	' 30	' 43	' 28	' 34	' 135
TOTAL	' 50	' 50	' 50	' 50	' 200

Table 10e. Respondent Influenced by Guidance Services (N = 200)

	'BASSAWA	K.T.C.	W.T.C.Z.	W.T.C.K.'	TOTAL
Yes	' 33	' 29	' 18	' 17	' 97
No	' 17	' 21	' 32	' 33	' 103
TOTAL	50	' 50	' 50	' 50	' 200

TABLE 11: RESULTS OF ITEM ANALYSIS.

	Mean Score MALE	FEMALE
1. Teaching is the noblest of all professions	4.13	4.17
2. If I were asked to choose among professions I would consider teaching first.	3.68	4.14
3. Teaching enables one to progress to better positions	3.74	3.83
4. For me teaching can only be a temporary job, not a life-long profession	2.76	3.19
5. I feel the government has been very fair to teachers.	3.41	3.12
6. Teachers have a very poor status in society.	3.12	2.91
7. If salaries and conditions of service were improved a lot more people would take to teaching	4.45	4.42
8. I like teaching because I like pupils and to contribute to society.	4.01	4.17
9. I like teaching because it is an easy job.	4.18	4.34
10. Teaching is a woman's job	3.5	3.09
11. I like teaching because it is the easiest paying job to do.	4.03	3.96
12. Teachers in today's schools have low intellectual standards.	3.40	2.95

Appendix III

AHMADU BELLO UNIVERSITY

Department of Education

STUDENT - TEACHERS ATTITUDE RESPONSES (STAR)

Dear Student-Teacher,

The purpose of this opinionaire is to find out the feelings and attitudes of student-teachers toward the teaching profession. This is important because your contribution will help to shed more light on the problems of the teaching profession and may provide suggestions helpful to the profession. The Ministry of Education, teachers, career masters and educationists are all interested in this exercise. Your honest opinions will be greatly appreciated.

Today's Date:

1. Name of College: _____

2. Date of Birth_____Male/Female_____

3. What education did your father receive?

No Education	Secondary
Koranic	Commercial/Technical
Primary	University

4. What work does your father do ?

Farmer	Trader
Teacher/Lecturer	Civil Servant
Works in Private Firm	
Other	

5. What education did your mother receive?

No education	Secondary
Koranic	Commercial/Technical
Primary	University

6. What work does your mother do?

Farmer	Trader
Teacher/Lecturer	Works in Private firm
House wife	Civil servant

7. Which of the following people influenced you to take up teaching as a career?

Your family	Friend
Careers Master	Teacher
No body	Headmaster/Principal

8. Have you been given any talks about careers at School? YES/NO

   If Yes, who gave the talks?_____

9. Have you had any counseling sessions on individual problems? YES/NO

   If Yes, who counseled you?_____

10. Have these talks influenced you on your choice of career? YES/No.

11. Have these talks made you to choose teaching? YES/NO

12. If you had not taken up a teaching course what course would you have chosen?_____

13. Did you come for teacher training on the strength of your Common Entrance Examination result? YES/NO.

14. Did you get your first choice? YES/NO

15. In 10 years from now what do you hope to be doing?

For the following statements, indicate your belief rather than what you think, by checking into the boxes provided.

SA Strongly Agree
A Agree
U Undecided
D Disagree
SD Strongly Disagree

	SA	A	U	D	SD
1. Teaching is the noblest of all professions.					
2. If I were asked to choose among professions I would consider teaching first.					
3. Teaching enables one to progress to better positions					
4. For me teaching can only be a temporary job, not a life-long profession.					
5. I feel the government has been very fair to teachers.					
6. Teachers have a very poor status in society					
7. If salaries and conditions of service were improved a lot more people would take to teaching					
8. I like teaching because I like pupils and to contribute to society					
9. I like teaching because it is an easy job.					
10. Teaching is a woman's job.					

	SA	A	U	D	SD
11. I like teaching because it is the easiest paying job to get.					
12. Teachers in today's schools have low intellectual standards.					

Thank you.

Appendix IV

AHMADU BELLO UNIVERSITY
Department of Education

June 26, 1975.

TO WHOM IT MAY CONCERN

Mr. Albert Dhliwayo has been given permission to do research on an approved topic in Guidance and Counselling in North Central State. He is a student doing post-graduate studies full time at Ahmadu Bello University, Zaria. He has had teaching experience and the results of his research may be of benefit to those engaged in his profession.

Any help given to him will be greatly appreciated.

(Sgnd) Dr. Eldon W. Graber,
i/c Guidance and Counselling,
Ahmadu Bello University, Zaria.

NCE/CIE/22/Vol.II/12

Ministry of Education,
North Central State,
Kaduna,

July 4, 1975.

Mr. Albert Dhliwayo,
c/o Prof. Eldon W. Graber,
Department of Education,
Ahmadu Bello University,
Zaria.

Dear Sir,

Please refer to the letter of 26th June, 1975 signed by Prof. E.W. Graber of your department requesting this ministry to help in your research.

The Ministry would like to know the topic of your research in Guidance & Counselling and the schools that will be involved so that it can request the schools to give you their cooperation.

(Sgnd) D.H. Kure,
for Permanent Secretary,
Ministry of Education.

AHMADU BELLO UNIVERSITY
Department of Education

Ref. DE/16/M6A Sept.23,1975.

The Permanent Secretary,
Ministry of Education,
Kaduna.

Dear Sir,

M.ED. RESEARCH PROJECT

The Department of Education, Ahmadu Bello University Zaria, requires each post-graduate student working for the M.Ed. degree to complete a research project in one's area of specialization.

Some of our students whose M.Ed. research proposals have been approved by the Department, are supposed to carry out their investigations during the year.

Through this letter, we request permission and assistance to conduct the following research investigation.

A SURVEY OF ASPIRATIONS AND THE ATTITUDES TOWARD THE TEACHING PROFESSION OF GRADE TWO STUDENT TEACHERS IN THEIR FINAL YEAR IN NORTH CENTRAL STATE, NIGERIA.

by: ALBERT E.K. DHLIWAYO.

Thanking you for your continuing coooperation.

Sincerely yours,

(Sgd) Dr. Eldon W. Graber,
for Professor and Head,
Department of Education.

cc. Chief Ed. Officer(TT) Kaduna; Chief Ed. Officer,(S.S.) Kaduna; Chief Ed. Officer (Tech.) Kaduna; Principal, Bassawa TC, Zaria; Principal, W.T.C., Zaria; Principal, Kaduna T.C.; Principal, W.T.C. Kaduna; Careers Master, Min. of Ed. Kaduna; The Supervisor, Dept. of Guidance and Counseling, A.B.U., Zaira; Mr. E.K. Albert Dhliwayo.

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