



Assessment of Student Teachers' Attitude toward Teaching Profession in Ramat Polytechnic, Maiduguri, Borno State, Nigeria: Implications for Counselling

Amos Audu, Rhoda Kachalla Maina and Hamsatu Joseph Pur
Department of Education, University of Maiduguri, Borno State, Nigeria
Contact: Audu_amos@yahoo.com; +2348066928463;

Abstract

The study sought to assess student teachers' attitude toward teaching profession in Ramat Polytechnic, Maiduguri, Borno State, Nigeria. The objectives of the study were to investigate attitude of student teachers toward teaching profession and differences in terms of gender, course and level of study in the attitude of student teachers toward teaching profession in Ramat Polytechnic, Maiduguri. Based on these objectives, one research question is answered and three null hypotheses are tested at 0.05 level of significance. Descriptive survey design is adopted in this study. The population for the study comprised of all National Certificate of Education (NCE) students in Ramat Polytechnic Maiduguri, Borno State, Nigeria. The population was three hundred and four students; however, all the 304 NCE students were selected as sample for this study. Student Teachers Attitude toward Teaching Profession Scale (STATTPS) was used for data collection. The STATTPS's reliability coefficient of .89 was obtained. The data collected was analyzed using descriptive statistics, t-test of Independent Sample and Analysis of Variance (ANOVA). The findings of the study revealed that student teachers have positive attitude toward teaching profession in Ramat Polytechnic Maiduguri. The study also found that there were no significant differences in the attitude of student teachers toward teaching profession in Ramat Polytechnic Maiduguri by gender and course of study. Furthermore, significant difference was found in the attitude of student teachers toward teaching profession in Ramat Polytechnic Maiduguri by level of study. Therefore, it was concluded that the student teachers in Ramat Polytechnic Maiduguri were intrinsically motivated to pursue career in their chosen profession. It was therefore recommended that counselors should explore different counseling therapies to sustain the favorable attitude of student teachers toward teaching profession.

Keywords: assessment, attitude, student teachers, teaching profession and counselling

Introduction

Educations are strong pillar upon which every nation's economy depends as well as a source of empowering its citizenry morally and intellectually, hitherto, good education is essential for a well-run society. Education are regarded as an instrument for national development, it fosters the worth and development of individuals and society at large. The very shape of Nigeria's future depend on education, the success of an educational enterprise particularly in terms of quality depends to a large extent on the regular supply of teachers in adequate quantity and quality into the stream. Teachers are regarded as nation builders, the influence of a teacher on the nation and the future of the nation is unquestionable; therefore, teachers' personal qualities, educational qualities and professional training should be taken

with all seriousness. Consequently, Federal Government of Nigeria (2013) in the National Policy on Education stipulated that no nation can achieve economic, social and technological progress and self-sufficiency without a good system of education; it further state that to sustain its achievement and attainment of national objectives, the training of teachers must be improve.

The concept of attitude is essential to social psychology because the notion of attitude is indispensable to the psychology of personality; however, attitude has become increasingly significant in almost every behavioural science. It has been established in the literature that, there is a strong connection between attitude and behaviour; attitudes are one of the major determinants of behavioural

intentions. Psychologically, attitude is believed to relate with individuals achievement, motivation and interest. Attitudes are considered inter-current observable variables, not directly observable but subject to observable inferences. Moreover, attitudes come to constitute extremely important elements for the prediction of individual's behaviour. Anastasi (1957) defined attitude as a complex mental state involving belief and tendency to react in a certain way towards a designed class of stimuli. Teachers are the backbones of the educational system therefore; they are always expected to be optimistic and devote themselves to the teaching profession in order to make positive impact in the classrooms.

The construct student teachers' attitude toward teaching profession can be view as being the student teachers' behaviours, their feelings expression regarding to affection and judgments, favourable or unfavourable, for the teaching profession and teaching experiences. Musa and Bichi (2015) asserted that prospective teachers' favourable attitude toward teaching profession will bring about professional competence in the future practice. Student teachers' attitude toward teaching profession represents their positive or negative feelings associated with the profession. The student teachers' negative attitude toward teaching profession is always accompanied by discouraging performance in practice.

Parvez and Shakir (2013) opined that the most important factor in the teaching-learning process is the teacher; furthermore, a good education system can only flourish if two conditions are satisfied; first is the constant updating and refinement in knowledge and skills of existing/serving teachers and second one is equipping upcoming/prospective-teachers with positive attitude toward the profession. Student teachers' attitude can be view as the total response toward teaching profession positively or negatively, it is the way that a prospective teachers thinks, feels or behaves toward the profession. Burns (1990) asserted that the attitudes towards teaching are hypothetical deductive concept which can be measured as a result of a certain conduct. Attitude toward teaching profession appears to be shaped by many factors such as; gender, teachers, learning environments, self-concepts, peers and parental influence.

Attitude plays a significant role in determining people actions and reactions to particular situations including their professions. The student teachers' academic performance in Ramat Polytechnic Maiduguri has been dwindling recently as observed by their tutors and evidenced on record in Examinations Record office, hence there is need to fathom the possible factors responsible for it. Therefore, the researchers deem it necessary to assess the attitude of student teachers toward teaching profession in the School of Education, Ramat Polytechnic Maiduguri. Poor academic performance among student teachers has capacity to undermine the general vision and mission of teacher training as well as influence the rate of human capital development in the larger society.

Babu and Raju (2013) investigated student teachers' attitude toward teaching profession in Vizianagaram District of Andhra Pradesh, India. Sample of 437 student teachers were randomly selected from 7 Colleges of Education in Vizianagaram District for the study. Gender and subjects differences among student teachers' attitude toward teaching profession were examined, the results of the study indicated that there were significant differences among student teachers' attitude toward teaching profession by gender and course of study. Based on the findings, it was concluded that teaching profession is a noble profession therefore, those whom are involved in this profession must follow the value system with sanctity and devotion.

Bhaskara (2014) examined the attitude of student teachers toward teaching profession in Vijaya Teachers College of Education, which is affiliated to Bangalore University, Bangalore. The study discovered that majority of the student teachers had positive attitude towards teaching profession. To further buttress the findings, the analysis of the results indicated that around 90 percent of the student teachers show affinity toward teaching profession. Additionally, findings of the study also revealed that there was significant difference between male and female student teachers' attitude towards teaching profession. Bhaskara (2014) found that there was no significant difference between student teachers' attitude towards teaching profession by course of study, in addition significant difference was found

among student teachers' attitude towards teaching profession across their level of study.

Musa and Bichi (2015) assessed attitude of prospective teachers toward teaching profession in the Northwest University, Kano, and these researchers found that prospective teachers have positive attitude toward the profession. Furthermore, findings of the study revealed that there was a statistically significant gender difference among prospective teachers' attitude toward teaching profession, however, no significant difference in the prospective teachers' attitude toward teaching profession in relation to the field and level of their study.

Pancholi and Bharwad (2015) ascertained the attitude of student teachers toward teaching profession in Ahmadabad District, India. Two of the objectives of the study were to determine differences of attitude towards teaching profession among student teachers by gender and course of study. The study adopted descriptive survey design. Sample of 100 Bachelor of Education (B. Ed.) students were selected from the population using stratified random sampling technique for the study. Attitude Scale toward Teaching Profession (ASTTP) was used for data collection and the data collected were analysed using descriptive statistics and t-test. The findings of the study revealed that there was significant difference in the attitude of student teachers towards teaching profession by gender in favour of female. Furthermore, the findings also indicated that there was no significant difference in the attitude of student teachers toward teaching profession by course of study.

Prospective teachers are expected to obtain a certain amount of knowledge, skills and maintain positive attitude toward teaching as profession. However, previous studies shown that prospective teachers' favourable attitude toward teaching profession positively correlate with teaching skills and competencies in practice. It has been observed by the researchers, quite a number of prospective teachers found themselves in Schools or Colleges of Education not by choice but by chance or due to circumstance beyond their control, many teacher trainees were compelled to take admission in

National Certificate of Education (NCE) or Bachelor of Education (B. Ed.) courses not considering their interest, aptitude, attitudes and intellectual capacity. Many of such students applied for courses like Science Laboratory Technology (SLT), Engineering and other Sciences and Management based courses but found themselves in the School of Education against their wish.

Therefore, it is always in the interest of teacher trainers to assess the attitude of teacher trainees toward teaching profession. Student teachers' negative attitude toward teaching profession can be disastrous to educational system if not detected early, consequently, this trend if not timely checked and addressed may render purpose of teacher training fruitless. Most studies on declining academic performance have focused primarily on environmental and social factors, and few have been conducted on psychological factors such as interest, motivation, perceptions and attitudes of the student teachers in Ramat Polytechnic Maiduguri. Additionally, there is need for all educators to address the apparent declining interest in teaching as a lifelong career in Borno State and Nigeria at large. It is against this backdrop that the researchers ascertained the attitude of student teachers toward teaching profession in Ramat Polytechnic Maiduguri, Borno State, Nigeria.

The objectives of this study were to determine:

1. attitude of student teachers toward teaching profession in Ramat Polytechnic Maiduguri,
2. gender difference in the attitude of student teachers toward teaching profession in Ramat Polytechnic Maiduguri,
3. difference in the attitude of student teachers toward teaching profession by course of study in Ramat Polytechnic Maiduguri,
4. difference in the attitude of student teachers toward teaching profession by level of study in Ramat Polytechnic Maiduguri.

This research question was answered in the study:

1. What is the student teachers' attitude toward teaching profession in Ramat Polytechnic Maiduguri?

The following null hypotheses were tested in this study:

- Ho₁: There is no significant gender difference in the attitude of student teachers toward teaching profession in Ramat Polytechnic Maiduguri.
- Ho₂: There is no significant difference in the attitude of student teachers toward teaching profession by course of study in Ramat Polytechnic Maiduguri.
- Ho₃: There is no significant difference in the attitude student teachers toward teaching profession by level of study in Ramat Polytechnic Maiduguri.

Materials and Methods

The study adopted descriptive survey design to investigate student teachers’ attitude toward teaching profession in Ramat Polytechnic, Maiduguri, Borno State, Nigeria. The population for the study comprised of all the National Certificate of Education (NCE) students in Ramat Polytechnic Maiduguri, Borno State. The population of the student teachers was 304, thus; 192 (63%) males and 112 (37%) females; the participants were spread across the two Departments; Department of Vocational and Technical Education 149 (49%) students and Department of Business Education 155 (51%) students. All the 304 NCE students were involved in the study as sample for the study.

Student teachers’ Attitude Towards Teaching Profession Scale (STATTPS) developed by the researchers was used for data collection. The

STATTPS consist of two sections A and B; Section ‘A’ contains items on demographic information of the respondents, while Section ‘B’ contains 30 items to elicit information on student teachers’ attitude toward teaching profession. The 30 items are in form of statement to which the participants are required to respond on a 4-likert-type scale, response mode of strongly agree, agree, disagree, strongly disagree, however, the respondents were requested to indicate their level of agreement or disagreement with the items in the STATTPS. The instrument was validated by expert in the Measurement and Evaluation Unit, Department of Social Science Education, University of Maiduguri. The instrument was pilot tested to ascertain the reliability coefficient, fifty copies of STATTPS were administered to education students undergoing diploma programmes in the Consultancy Division of University of Maiduguri; these student teachers were not part of the population of students for the main study, rather they were involved because they shared similar characteristics with the population. Data collected for the pilot test was analysed using Cronbach alpha method, and reliability index of .89 was obtained at p<.05, this further confirms that the instrument was highly reliable for the purpose of the study. The data collected for the main study was analysed using descriptive statistics, t-test of Independent Samples and Analysis of Variance (ANOVA), the results were considered at p<.05 level of significance.

Results

Table 1: STATTPS Reliability Statistics

Cronbach’s Alpha	No. of Items
.89	30

Research Question 1: What is the student teachers’ attitude toward teaching profession in Ramat Polytechnic Maiduguri?

Table 2: Attitude of Student Teachers toward Teaching Profession in Ramat Polytechnic Maiduguri *n=304*

S/No.	Items	Mean	SD
1.	I like teaching	2.47	1.28
2.	I learn important lessons especially while I am teaching	2.51	1.34
3.	Teaching is very interesting	2.83	1.38
4.	I have a strong passion for teaching as profession	2.65	1.18
5.	Being a teacher has a lot of prestige	2.43	1.27
6.	I like being in class on time, especially when we have education courses	3.45	1.37
7.	Teaching profession is well respected	1.97	1.25
8.	I will enjoy being a teacher	2.19	1.34
9.	Teachers are loved by people	2.29	1.37
10.	Teaching will provides me with the opportunity to develop my skills	2.29	1.37
11.	I am happy with my present course of study	2.31	1.27
12.	I like teaching because there is a lot of creativity in it	2.15	1.39
13.	My family would like me to become a teacher	2.50	1.33
14.	My peers would think I made a good career if I become a teacher	2.39	1.20
15.	I participate in all teaching courses in my department	2.31	1.27
16.	Teaching can provides opportunities for career advancement	2.74	1.30
17.	I contribute to class discussion because I love teaching	2.51	1.34
18.	I attend classes regularly	2.85	1.37
19.	I do my homework regularly	2.18	1.25
20.	I ask questions during classes for the love I have for teaching	1.97	1.25
21.	I prepare adequately for examinations because I want to be a teacher	2.34	1.19
22.	I feel teaching will make great positive impact in my life	2.24	1.20
23.	As a student teachers I am highly satisfied	2.47	1.28
24.	Teaching is a respected profession like Medicine, Engineering and Law	2.19	1.34
25.	Professionally qualified teachers interact with lots of people	2.29	1.37
26.	Teaching is a professional job for well-respected people	2.29	1.37
27.	I will prefer to do teaching job than any other job after my graduation	2.43	1.27
28.	I like to be associated with teachers and teaching profession	3.43	1.37
29.	Being a potential teacher makes me proud	2.63	1.18
30.	I am happy when I am call a potential teacher	2.71	1.29

The results of the descriptive statistics from table 2 indicates that majority of the participants agreed with the statements. This implies that the respondents have positive attitude toward teaching profession. 304 respondents participated in the study, 1.97 and 3.45

were obtained as minimum and maximum means on each of the items respectively. This further reaffirmed that the student teachers has favourable attitude toward teaching profession.

Table 3: Results of Attitude of Student Teachers toward Teaching Profession in Ramat Polytechnic Maiduguri *n=304*

Variable	N	Min.	Max.	Mean	SD
Student Teachers' Attitude towards Teaching Profession	304	1	4	2.92	1.98

Table three indicates that total of 304 student teachers participated in the study, their attitude score ranges from 1 to 4 on each of the item. However,

overall mean attitude score of 2.92 and Standard Deviation (SD) of 1.98 were obtained, this further validates that student teachers have positive attitude

toward teaching profession in Ramat Polytechnic Maiduguri, Borno State, Nigeria.

Ho₁: There is no significant gender difference in the attitude of student teachers toward teaching profession in Ramat Polytechnic Maiduguri.

Table 3: t-test of Independent Samples on Gender Difference in the Attitude of Student Teachers toward Teaching Profession in Ramat Polytechnic *n=304*

Gender	N	Mean	SD	Df	p-value	t-value	α -value	Remark
Males	192	2.89	1.36	302	.15	1.46	.05	NS
Females	112	2.84	1.38					

Key: NS = Not Significant

The results in table three presents that the p-value is .15 is greater than α -value (.05); this entailed that there was no significant difference in the attitude of student teachers toward teaching profession in Ramat Polytechnic Maiduguri by gender, thus hypothesis one was retained.

Ho₂: There is no significant difference in the attitude of student teachers toward teaching profession by course of study in Ramat Polytechnic Maiduguri.

Table 4: t-test of Independent Samples on Gender Difference in the Attitude of Student Teachers toward Teaching Profession by Course of Study *n=304*

Course of Study	N	Mean	SD	Df	p-value	t-value	α -value	Remark
Voc. & Tech. Edu.	149	2.80	1.34	302	.29	1.05	.05	NS
Business Education	155	2.93	1.22					

Key: NS = Not Significant

The results in table 4 presents that the p-value is .29 is greater than α -value (.05), this implied that there was no significant difference between attitude of student teachers' toward teaching profession in Ramat Polytechnic Maiduguri by course study, hence hypothesis two was upheld.

Ho₃: There is no significant difference in the attitude student teachers toward teaching profession by level of study in Ramat Polytechnic Maiduguri.

Table 5: Results of ANOVA on Difference of Student Teachers' Attitude toward Teaching Profession by Level of Study in Ramat Polytechnic Maiduguri *n=304*

Source of Variance	Sum of Square	Df	Mean Square	F	p-value	α -value	Remark
Between groups	5874.4	2	2937.2	11.0	.002	.05	S
Within groups	78873.0	301	262.0				
Total	84747.4	303					

Key: S = Significant

The findings in table five shows that the p-value is .002 is less than α -value (.05), this alludes that there was significant difference between attitude of student

teachers' towards teaching profession in Ramat Polytechnic Maiduguri by level of study, hence, hypothesis three was rejected.

Table 6: Descriptive of Attitude of Student Teachers toward Teaching Profession by Level of Study

Level of Study	N	Mean	SD
NCE I	91	1.95	1.71
NCE II	106	2.67	1.91
NCE III	107	3.30	2.07
Total	304	2.92	1.98

The results in table six presents the number of student teachers, mean attitude and standard deviation by level of study. There was consistent increment in the mean attitude of student teachers toward teaching profession from NCE I (1.95), NCE II (2.67) to NCE III (3.30), this signifies that as the student teachers

proceeds to the next level of study, there was significant increase in the mean attitude toward teaching profession. In other words, the NCE III attitude toward teaching profession is better than NCE II vis-a-vis NCE II students better than NCE I students.

Table 7: Multiple Comparisons (Post Hoc Test) of Mean Attitude of Student Teachers toward Teaching Profession

Level of Study		Mean Difference	Std. Error	Sig.
NCE I	NCE II	0.72	2.31	0.018
	NCE III	1.35	2.30	0.000
NCE II	NCE I	-0.72	2.31	0.018
	NCE III	0.63	2.22	0.099
NCE III	NCE I	-1.35	2.30	0.000
	NCE II	-0.63	2.22	0.099

The post hoc test results in table seven shows the exact differences among the three levels of the study, however, this further buttress that there was significant difference between student teachers' attitude toward teaching profession by level of study in Ramat Polytechnic Maiduguri.

Discussion

Positive attitude toward teaching profession are characterized by unflinching interest and strong desire to remain in the profession despite challenges; this can only be the simple description of student teachers studying in Ramat Polytechnic Maiduguri. The findings of the study with respect to the research question which enquired, the attitude of student teachers toward teaching profession in Ramat Polytechnic Maiduguri. The results revealed that student teachers in Ramat Polytechnic Maiduguri have positive attitude toward teaching profession. This suggests that the decline in the student teachers' academic performance were not hinges on their attitude, rather other factors are certainly responsible for it. The findings of this study seems to concurred with that of Oruc (2011), Andronache, Bocos, Bocos

and Macri (2014), Bhaskara (2014), Musa and Bichi (2015), Sener (2015) and Htang (2017), these researchers found favorable attitude of prospective teachers toward teaching profession in their separate studies.

On the other hand, Egwu (2015) found negative attitude of teacher trainees toward teaching profession in Enugu State. According to Egwu (2015), meager nature of salary, irregular payment of salaries and fringe benefit, lack of promotion, excess work load, poor environment, parents' negative influence and poor financing of education are some of the factors contributed to the unfavourable attitude of student teachers toward teaching profession in Enugu State. However, the findings of this study suggests that the student teachers in Ramat Polytechnic Maiduguri, were not coerced by other factors such as family's influence, teachers' influences, and peer influences but rather they seems to opted for teaching profession as a results of enthusiasm, interests, passions and zeal. In the opinion of the researchers, "internal motives" was the strongest factor that influenced teacher-trainees in

the Ramat Polytechnic, Maiduguri. Andronache, *et al.*, (2014) asserted that if teacher-trainees have positive attitude toward their profession, they can easily develop their future students' intrinsic motivation for learning, able to establish more efficient communication with the students, and likely to be involved in the diversification and personalization of learning situations.

The findings of this study with respect to the hypothesis one which states there is no significant difference between male and female student teachers' attitude toward teaching profession in Ramat Polytechnic Maiduguri. The results confirmed that significant difference does not exist between male and female student teachers' attitude toward teaching profession, therefore the hypothesis was retained. This finding corroborated with the findings of Tok (2012), Chakraborty and Mondal (2014) and Rakesh and Kiran (2016), which found that there was no significant difference between student teachers' attitude toward teaching profession by gender in their separate studies. On the contrary, Babu and Raju (2013), Bhaskara (2014), Musa and Bichi (2015), Pancholi and Bharwad (2015) and Htang (2017) found significant difference between prospective teachers' attitude toward teaching profession by gender in their separate studies.

The findings of the study with respect to the hypothesis two revealed that there was no significant difference in the attitude of student teachers toward teaching profession by course of study in Ramat Polytechnic Maiduguri. This signifies that the attitude of the subjects toward teaching profession, which were drawn from Department of Vocational & Technical and Business Education does not significantly differs, however, the teacher-trainees' attitude toward teaching was independent of their course of study. The finding agreed with the findings of Chakraborty and Mondal (2014), Musa and Bichi (2015), Pancholi and Bharwad (2015) and Htang (2017). On the contrary, Babu and Raju (2013) found that there was significant difference in the attitude of student teachers toward teaching profession by course of study from Colleges of Education in Vizianagaram District, India.

The findings of the study with respect to the hypothesis three revealed that there was significant difference in the attitude of student teachers toward teaching profession by level of study in Ramat Polytechnic Maiduguri. The result indicates that there was significant increase in the mean attitude of the student teachers toward teaching profession as they proceeds to the next level. Comparably, the mean attitude of NCE III students is higher than that of NCE II, likewise, both mean attitude NCE III and NCE II students are higher than NCE I students. This finding agreed with the findings of Bhaskara (2014) and Chakraborty and Mondal (2014). On the other hand, Musa and Bichi (2015) found significant difference in the attitude of prospective teachers toward teaching profession by level of study in Northwest University, Kano State, Nigeria. Furthermore, decline in the mean attitude of student teachers by level of study was found using multiple comparisons (Post Hoc Test); this suggests that some school factors may be responsible for it.

Conclusion

Based on the findings of the study, it was concluded that the majority of student teachers in School of Education, Ramat Polytechnic Maiduguri were intrinsically motivated to pursue career in their chosen profession, hence, they have positive attitude toward the profession. Moreover, it was also concluded that the attitude of teacher trainees is not dependent of gender and course of study. Once the attitudes of students are favourable, professional competency would be manifested regardless of their gender and course of study. These teacher trainees regardless of their gender and course of study, regard teaching as a very respectable profession, therefore, they are likely to be devoted and dedicated for teaching profession after graduation. In conclusion, maturity and level of study are determinant factors in ascertaining the attitude of individuals towards an event or issue.

Implications for Counselling

There is strong evidence in the literature that appropriate counselling and therapeutic sessions can significantly improve and sustain student teachers' attitude toward teaching profession, therefore, counsellors should explore different counselling therapies and techniques to sustain the favourable

attitude of student teachers toward teaching profession. Furthermore, counsellors should pay special attention to newly admitted students (NCE I students) in the Schools of Education more especially during orientation services. Counsellors needs to unveil and guide the minority student teachers with negative attitude toward the profession, that it requires intelligent, competent, confident, skilled, enthusiastic individuals who enjoy the challenges of helping students learn that can thrive in teaching profession. Occasionally, the counsellors should involve successful, dedicated and motivated teachers to advertise teaching to the clients, however, the teachers should inspire, motivate and talk on their core reasons and intrinsic satisfaction gained from working in a dynamic, demanding but rewarding career to the prospective teachers.

References

- Anastasi, A. (1957). Principle of psychological testing. USA: Mc Millan Company.
- Andronache, D., Bocos, M., Bocos, V. and Macri, C. (2014). Attitude towards teaching profession of prospective teachers in Babes-Bolyai University of Cluj-Napoca, Romania. *Procedia-Social and Behavioral Sciences*, 142, 628-632.
- Babu, B. P. and Raju, T. J. M. S. (2013). Attitude of student teachers towards their profession. *International Journal of Social Science & Interdisciplinary Research*, 2(1), 1-6.
- Bhaskara, C. L. (2014). The comparative demographic study of attitudes of secondary and higher secondary student teachers' (B. Ed.) towards teaching profession. *International Journal of Informative & Futuristic Research*, 2(2), 432-438.
- Burns, R. (1990). *Essential psychology*. Lancaster, London: M.T.P. Press Ltd. Felon House.
- Chakraborty, A. and Mondal, B. C. (2014). Attitude of prospective teachers towards teaching profession. *American Journal of Social Sciences*, 2(6), 120-125.
- Egwu, S. O. (2015). Attitude of student towards teaching profession in Nigeria: Implications for education development. *Journal of Education and Practice*, 6(29), 21-25.
- Federal Government of Nigeria (2013). *National Policy on Education (6th ed.)*. Lagos: Nigerian Educational Research and Development Council (NERDC) Press.
- Htang, L. K. (2017). Pre-service teachers' attitudes towards teaching profession in Myanmar. *Journal of Education and Practice*, 8(20), 107-114.
- Musa, A. and Bichi, A. A. (2015). Assessment of prospective teachers' attitudes towards teaching profession: The case of Northwest University, Kano State, Nigeria. *Journal of Research & Method in Education*, 5(3), 17-24.
- Oruc, N. (2011). The perception of teaching as a profession by Turkish trainee teachers: attitudes towards being a teacher. *International Journal of Humanities and Social Science*, 1(4), 83-87.
- Pancholi, A. and Bharwad, A. B. J. (2015). Student teachers' attitude towards teaching profession, *International Journal of Research in Humanities & Social Sciences*, 3(8), 40-43.
- Parvez, M. and Shakir, M. (2013). Attitudes of prospective teachers towards teaching profession. *Journal of Education and Practice*, 4(10), 172-178.
- Rakesh, S. P. and Kiran, B. R. (2016). Attitude towards teaching profession among pre-service teachers in Shivamogga City. *International Journal of Multidisciplinary Research and Modern Education*, 2(2), 120-126.
- Sener, S. (2015). Examining teachers' attitude towards teaching profession: Canakkale Onsekiz Mart University case, Turkey. *Procedia-Social and Behavioral Sciences*, 199, 571-580.
- Tok, T. N. (2012). Teacher candidates' attitudes towards the teaching profession in Turkey. *Alberta Journal of Educational Research*, 58(3), 381-403.