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Case study

ATTITUDES OF UNDERGRADUATE TOWARDS TEACHERS AND THE TEACHING PROFESSION :A Case Study of A Few Selected Departments of Management Faulty, Usman Danfodiyo University Sokoto State

Abstract: *In this study, Attitudes of undergraduates towards teachers and the teaching profession was examined to properly ascertain how these attitudes. Two sources of the data were used for this research work; they are primary and secondary sources of data. A total population of (6280) students and lecturers were eligible to participate in this research work. Three hundred and seventy six (376) respondents were used for this study which was determined using Yaro Yamani sampling technique. Questionnaires were administered to the respondents which were answered, completed and returned. The descriptive method was used to analyze the data generated for the research. This was supported by tables showing questions, responses of Yes or No, and their percentages. The hypothesis was tested using general regression analysis, goodness-of-fit and descriptive statistical analysis. From the findings, the research study reveals that undergratude's attitude towards their teachers to a large extent influence their choice of profession. This means that students are dependent on their lecturers/teachers, guardians, parents and government to guide them towards choosing a better career choice and at the same time see teaching profession for which they really are and not the widely negative ascertions they grew up with.*

Keyword: *Attitude, education, influence, undergraduate, career, choice, etc.*

1.0 Introduction

In many schools today, we have more unqualified teachers/lecturers who are no better than students they teach. In some countries, teaching has earned a very high professional status and large numbers of candidates flock to teaching as a profession of first choice. Israel and the United States are examples of such countries. One of the reasons why Nigeria has not attained the position of Israel with regards to education has to do with the history of teaching as a profession in Nigeria. They were interested in gaining for more converts with neither political nor economic ambitious. This made them to deploy anybody who could help them spread their mission without considering their qualification. Each missionary body operated its educational program from the resource available to it. Therefore, in the early colonial educational system, teachers did not belong to a registered body. Even when the government intervened, it was difficult to make all the recruited teachers automatically qualified.

Okeke (1989) defined teaching as to cause to learn and when learning cannot take place no teaching has been done. Although governments are constantly seeking for ways to improving education in order to suit the students and teachers inclusive, so as to balance the both parties effort to avoid overload.

In recent years, government has realized the importance of training students to fit into the technological advanced system. This has led to the shifting of emphasis from acquisition of mere skills to a more advanced technological awareness and acquisition. The impact of education in the modern word is tremendous. It affects all facets of life socially, economically, morally, politically and otherwise.

Therefore teachers have a very important role to play in the achievement of the educational objectives of any country and this must always be borne in mine. According to Ukeje (1979) some of the goals of education are:-

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

It can be seen that teachers are directly involved in each of these educational goals. For example, to make me and women in the society have necessary skill and be self supporting, it is the teachers who teachers skill and also gives the vocational training. Without the teacher in the school, there will be a vacuum in knowledge of any skill, even when other facilities required for the training are there. Therefore a well planned and directed teaching would lead to the attitudes of critical inquiry, examination of evidence and understanding of cause and effect relationships

Perhaps no need is greater in the world than real life problem. Teachers provide the means to such needs. Nigeria is a developing country; she needs better and well planned educational system to help in the nation development.

In order to make this possible, Nigeria advocated in the child the spirit of inquiry and creativity through the exploration of nature. For primary education laying of sound basis for secondary education; the above policy states that one of its alms should be to equip students to live effectively in our modern age of science and technology.

The teachers are to implement these educational goals; therefore the teacher is one of the important factors to be considered in the achievement of educational goals in any country. Despite the important roles teachers have to play towards education in many countries of the world, the issue of profession status for the teachers is yet to be resolved. This is because in many countries, teachers' status is not regarded as high as it ought to be. One of such countries is Nigeria.

Thus, the regards for teaching as a job of last resort had started as early as when the missionaries came to Nigeria when most of the schools had a system in which older students were made to teach the younger ones. This humble beginning of teaching in Nigeria has continued to lead to low status of teachers in Nigeria. The government employed untrained teachers in the teaching profession. The Nigeria government recently started making effects to up-grade the teaching profession by organizing pre-services and in-services training for teachers, registration of teachers and specification of their minimum accepted qualification for one to be registered. Though attempts are being made to change the perception Nigerians have about teaching, one must realize the perception do not change overnight.

1.1 Aim of the Study

The aim of this research work is to examine the effect of attitudes of undergraduates towards teachers and teaching profession.

1.2 Hypothesis

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

Ho – Lecturers attitude towards students does not affect student’s choice of profession.

Review of Related Literature

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1.4 History of Teachers Education in Northern Nigeria

According to Ogunsola (1974) there are three important phases in the development of Teacher Education Programme, which are:

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

According to Ogunsola (1974) the period of experimentation was between 1890 – 1925 was the period often referred to as the "teacher evangelist". Pupils were trained specifically for religious propagation. In such settings, the missionary teacher built schools in their premises and most of their pupils live with them and formed part of their family. This was true of the "Almajiris" the Quranic schools as well as the early schools established by the Christian missionaries.

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

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

1.5 Role of the Teachers/Lecturers in the Process of Education.

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

Gagne (1977) believes that there are a number of instructional events, which a teacher has to carry out in order for learning to take place. These include:

Motivation: According to Gagne (1977), the task of the teacher is to identify the motives of students and channel them into activities that accomplish educational goals. Skinner (1938) put it more clearly when he said that motivation is a matter of arranging conditions for studying and learning so that they will be reinforcing. The teaching act therefore includes these reinforcing conditions for the benefits of the learner.

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

Learning Guidance: Here the act consist of what Brunner (1977) called the regenerative character of the learning materials. The teacher's task is to present knowledge in such a way that the individual or learner stores the learned material in the long term memory and recall it

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when necessary.

Transfer of Learning: The teaching act involves feedback to learner. Feedback is a form of motivation, Chauhan (1993) and is usually encourage in a good teaching act. Brunner (1977) says that the first objective of any act of teaching is to impact knowledge into the learner. Teaching according to him should not however only impart knowledge; it should help to direct the learner to be independent. The teacher's task is to continually help the learner to broaden and deepen knowledge In terms of basic and general ideals through emphasis on mastering of skill and general rules, concepts and generalization. These may later be transfer to specific cases of the generalization already mastered.

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

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

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

1.6. Professional Training of Teachers at Different Levels

According to Brunner (1977) the above position is premised on the fact the “teaching and learning of skills and structures rather than simply the mastery of facts and techniques is at the center of the classic problem of transfer”. Meaningful application of skills to life situations (transfer) forms the undergoing of invention and development. This is put in a more vivid perspective by Ohuche (1983) that properly conceived education enables the individual understand his environment and therefore gains a measure of control over the same. Only through this type of orientation can a society expect to achieve meaningful economic and technological development.

Hence, Nigeria’s recent emphasis for educational advancement especially technological advancement and attendant of such rapid expansion in education created serious problems with regards to the teaching staff of such programmes. The ministries of education in many of Nigeria states have made an effort to solve this impending catastrophe stages professional teachers are adopting. One of such strategies is sending non professional teachers already in the teaching to sandwich programmes. Another is the organization of two or more weeks or months of educational psychology. In the same vein, the ministries of education are trying to produce professional teachers is through the recruitment of technical college graduate, who are provided with a one year teachers’ education pedagogy in methodology and psychology of teaching. On completion of their program in either the

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federal advanced technical teachers colleges, polytechnics of college of technology or they are certified as technical teachers and awarded Technical Teachers Certificate (T.T.C.). The third strategy and one which is distinct from the first two sources is the recruitment of teachers with either the National Certificate of Education, Technical (N.C.E. Tech) or the Bachelors Of Science Degree Industrial Technical, (B.Sc.) from advance Technical colleges and universities respectively. This category of technical teachers has a unique feature from the earlier described teachers from industries and graduates of T.T.C. the N.C.E. technical and the B.Sc. industrial technical teachers usually have a three and a four-year course respectively, which combines pedagogy and skills of the trade simultaneously. The last but not the least category of professional teacher training is the normal three years program that leads to the award of a National Certificate In Education (N.C.E.), Bachelor of Arts (B.A.) and Bachelor of Science (B.Sc.) in education by colleges of education, polytechnics and universities.

1.7. The Teacher and the Classroom

Teachers should be aware of the fact that the selection of appropriate approaches of imparting or developing a particular skill to pupils is meant for them. Although these are by no means peculiar to teaching, nonetheless, they have been found to have instructional value for teaching. Thus in selecting the method of a lesson, the teacher should consider the following as stated by Abdullahi (1982):

1. The student age, their previous knowledge on the general ability. The method of instruction for mixed ability should be different from the method that is employed to teach students who are high achievers and homogeneous in ability.
2. Teaching method should be suitable for the topic to be taught. For instance, in teaching, the effect of dilute mineral acid on metals will be inappropriate to have good discussion in laboratory for better learning and teaching.
3. The teacher selects a method that he can effectively handle. This means that if the teacher feels more competent for example in discussion method, regardless of its limitation that method should be used instead of employing another which the teacher cannot use effectively.
4. The teacher takes into consideration the time the lesson will take place. If a lesson is to take place at continue for instance, it is advisable to select a method that required student participation. On the other hand, should the teacher select a method that makes the student sit passively, he should not expect to carry the student along. Therefore he has to adjust.
5. The teacher also takes the size of the class into account. It is of no value instructionally for instance if a discussion method is used in a class consisting of over one hundred students, unless the class should be divided into small groups.
6. The resources that are the disposal of the teacher also serves as an important guide in the choice of what the teacher does in the class. Where there are no teaching materials and equipment available for appropriate teaching and learning, the teacher improvise. In other words, the selection of what teacher does in base on instructional resources available for effective teaching and learning.

Therefore the frequency with which we change our attitude will depend on the concepts of skill or attitude that is being developed on the student. From all these some principles emerge which are under-grading the teaching acts. These principles includes among others: Principles of practice, generalization connection, re-enforcement and motivation. The implication of these principles is that for any teaching act, the teacher should always endeavour to provide connections. This connection should be meaningful and understandable. This means that learning material should also be arranged in increasing level

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of difficulty and opportunities provided for practice of the learnt material on the whole. The teaching act is a process of understanding, developing or having insight into the learner and materials such a way that connection are made and sustained through re-enforcement.

1.8. Attitude of People
(Parents, Guardians, Teachers and Government)

Ali (1986) was of the opinion that teaching profession in our schools is faced with many problems requiring immediate and serious attention. One of such problems is that of conception and negative or positive attitude of parents, guardians, teacher, students and government. These conceptions are as follows:

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

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

To be able to perform the task in the teaching profession effectively; the teacher has to possess some competencies as an instructional technologist or designer. But this is completely lacked. Most teachers have internalized from the educational system. They also believe that students are indiscipline, disrespectful, unwilling to work and learn while spending their time in seeking pleasure and gratification, Ali (1986). This is a very demoralizing attitude as far as teachers are concerned. Lack of confidence and a sense of humour, some display of immaturity on part of the teachers on young people who look on teachers as adult, their system of appearance and language, lack of confidence in communication to youngster through what the teachers say and how they say that, create poor impression on the teaching profession. As a result, students associate teaching with ability to live up to standard.

Most of them see teaching as a weak profession. Many lazy teachers do not follow the school time-table and instead of the teachers to recognize difficulties encountered in teaching and learning and strive to their teaching vigorous, planned, purposeful, friendly and intelligible in order to be inspiring. The teachers out of ignorance discourage students from taking up teaching as a profession. Some of the teachers say many derogating things about teaching profession during lectures.

Students also get the impression from parents, guardians, teachers and even from wrong observations that teaching as a profession is less intellectually demanding than other profession especially when slow earner act frustrated by their inabilities to cope with their studies, when the average student finds nothing stimulating and challenging about the teaching profession, they then develop this poor conception about teaching profession. Again, most students who come to school from rural areas and homes, and even wealthy families and urban students portray this negative behavior towards the teaching profession. As a result, these misconceptions, negative image and low status of teaching as an occupation in our

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society makes students to show poor attitude towards making career choices. Government contributes to the negative assertions and attitudes of people towards teachers and teaching profession by not providing the necessary incentives, payment of salaries as and when due and other basic allowances.

2.0 Methodology

2.1 Population of the Study: The population of the study includes some students and lecturers of a few selected departments of Management Faulty,Usman Danfodiyo University Sokoto state. A total population of (6280) respondents was used to determine the result of the research.

2.2 Sampling Technique

Sampling technique is the method or way a sample size is determined. It can be randomly selected, statistically or otherwise. The sample size of this study was statistically determined using Yaro Yamani's formular.

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

Where n = Total population

N = Sample size

e = Level of significance (5%)

1 = Unity of constant

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

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

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

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

$$N = 376$$

2.3 Hypothesis: Goodness-of-fit statistical tool and other relevant and appropriate statistical techniques would be used to validate the hypothesis.

2.4 Decision Rule

If the calculated value is greater than the significant values of 0.01, the null hypothesis would be accepted; otherwise the alternative hypothesis would be accepted.

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3.0 Presentation and Analysis of Data

The presentation, analysis and interpretation of all the data collected were presented and analyzed here.

3.1 Distribution of Questionnaire

Table 1 Return Rate of Questionnaire

Questionnaire	*Frequency*	*Percentage (%)*
No of Questionnaire Administered	6280	
No of Questionnaire Received	4819	76.7
No of Questionnaire not Received	1461	23.3
No of questionnaire completed and returned	2935	61

Source: Field Survey (2018)

The above table shows the total number of questionnaires administered was 6280, out of which 4819 (76.7%) respondents received the questionnaire. This shows that 1461 (23.3%) respondents did not receive the questionnaire. While 2935 of the respondents received, completed and returned the questionnaire showing a success return rate of 61%.

3.2 Background Information on the Respondents

Table 2 Respondents on Gender Distribution

GENDER	*FREQUENCY*	*PERCENTAGE (%)*
Male	205	54.5
Female	171	45.5
Total	376	100

Source: Field survey (2018)

The table above shows that 205 (54.5%) respondents were male while 171(45.5%) respondents were females. This implies that the Faculty under study has a higher percentage of male respondents to the female respondents.

Table 3 Respondents Age Distribution

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

Source: Field survey (2018)

The above table reveals that 185 (49.2%) of the respondents fall between the age of 15 – 25, 87 (23.1%) respondents fall between 26 – 35 of age while 52 (13.8%) respondents falls between 36 – 45 years old. The remaining categories are 46 – 55 years which has 30 (8%) respondents and 56 and above which has 22 (5.9%) respondents.

Table 4 Respondents Marital Status

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MARITAL STATUS	*FREQUENCY*	*PERCENTAGE (%)*
Married	88	23.4%
Single	288	76.6%
Total	376	100

Source: Field Survey (2018)

In the above table, it reveals that 88 (23.4%) respondents are married while 288 (76.6%) of the respondents are single. It shows that the faculty under study has higher number of single respondents to that of married respondents. This shows that there is no equal representation of both parties involved.

Table 5 Category of Respondents

Educational Status	*No of Respondents*	*Percentage*
Students	312	83%
Teachers/Lecturers	64	17%
Total	387	100%

Source: Field Survey (2018)

The table above depicts the number of students and lecturers that participated in this research. This study shows that there are 312 (83%) students and 64 (17%) lecturers for this research. This shows that there are higher number of student respondents to that of the lecturers that participated in this great research.

4.0 Presentation and Analysis of Data Based on Research Question

Table 6 Research Question 1

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

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

Source: Field Survey (2018)

The table above shows that 279(74.2%) of the total respondents agreed that undergraduate's attitude towards their teachers affect their choice of profession, while 97(25.8%) disagreed.

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

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

Test of Hypothesis One

Here the researcher tests the hypothesis one using the data from research question 1 - 4 so as to verify and validate the research work using descriptive analysis regression statistical tool and other relevant statistical tools.

Table 7 Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
YESRESPONSE	4	62	279	341	1231	307.75	14.795	29.590	875.583
NORESPONSE	4	62	35	97	273	68.25	14.795	29.590	875.583
Valid N (listwise)	4								

Source: Researcher (2018)

The Descriptive analysis shows that the statistical analysis of the data for Yes response and No response. The analysis revealed that the Yes Response has the range of 62, minimum of 279, maximum of 341, the sum of 1231, mean of 307.75, standard error of 14.79, standard deviation of 29.59and standard variance of 875.58. It also shows that the No Response has the range of 62, minimum of 35, maximum of 97, the sum of 273, mean of 68.25, standard error of 14.79, standard deviation of 29.59 and standard variance of 875.58.

General Regression Analysis: YES RESPONSE versus NO RESPONSE

```
Regression Equation

YES RESPONSE  =  376 - 1 NO RESPONSE


Coefficients

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


Summary of Model

S = 4.927768E-15  R-Sq = 100.00%        R-Sq(adj) = 100.00%
PRESS = 0         R-Sq(pred) = 100.00%
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The regression analysis shows the model used to predict the yield variable. The model summary reveals the rate of coefficients of determination of the variables. The summary shows a relationship of 100% to the variables.

Goodness-of-Fit Test for Poisson Distribution

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Data column: YES RESPONSE
Frequency column: NO RESPONSE

Poisson mean for YES RESPONSE = 298.128

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


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


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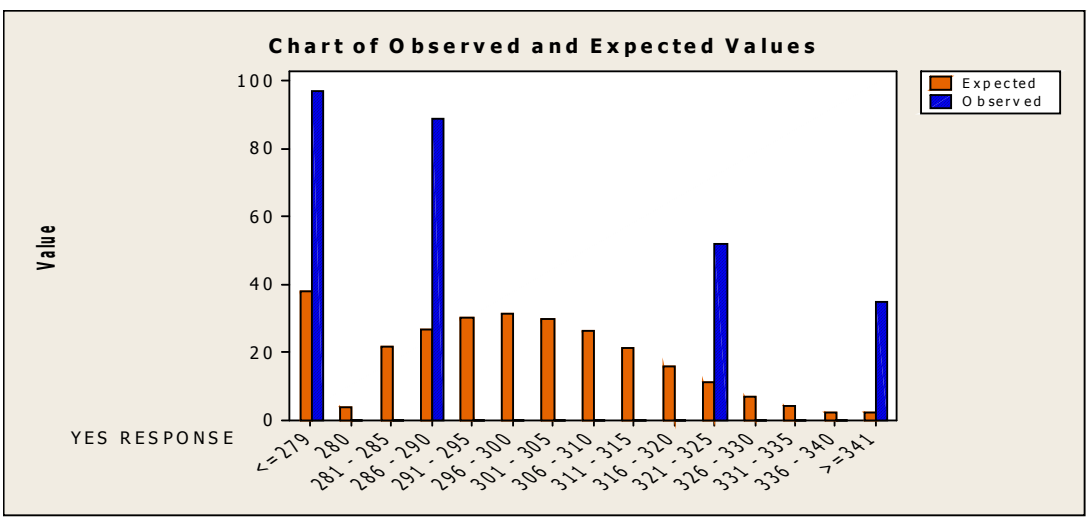

Figure 1: **Chart of Observed and Expected Values**

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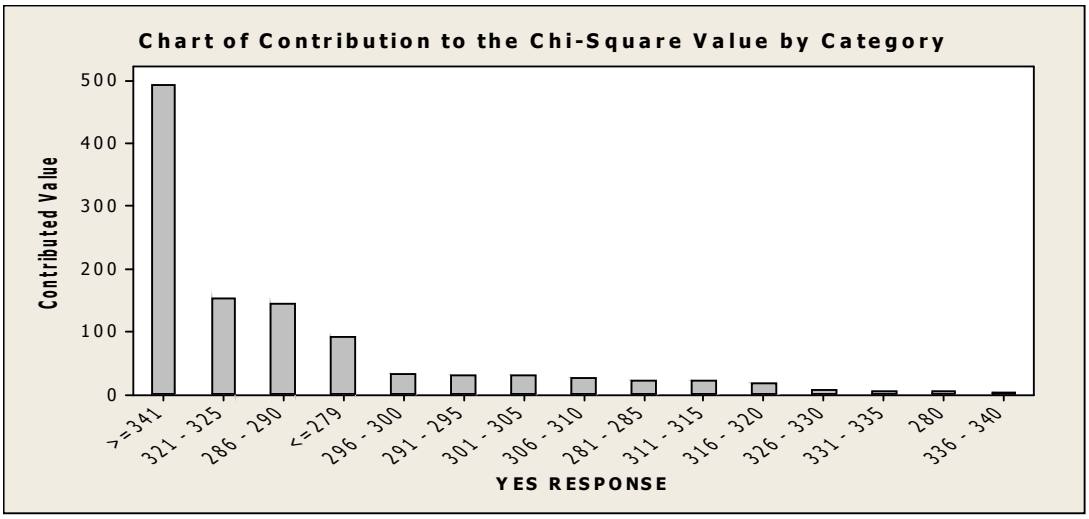

Figure 2: Chart of Contribution to the Chi-Square Value by Category

4.2 Decision rule:

From the analysis, the P-value which is the significance value is 0.000 which is less than the 0.01 significance level; therefore we reject the null hypothesis and accept the alternative which says that, "attitudes of undergraduate towards their teachers affect their choice of profession".

Table 9 Research question 2

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

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

Source: Field Survey (2018)

From the table above, it shows that 337 (89.6%) of the respondents agreed that a lecturer's attitude towards his/her students affects their career choices in life, while 39 (10.4%) disagreed. The table also shows that 319 (84.8%) believe that teaching is a profession for the

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intellectually and very determined persons while 57 (15.2%) disagree. However, 214 (56.9%) of the respondent agreed that lecturers abuse their status as role models to their students, while 162 (43.1%) disagree with that. Furthermore, 271 (72%) of the respondents believe that teachers are currently among the lowest salary earners in Nigeria while 105 (28%) disagree.

Table 10 Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
YESRESPONSE	4	123	214	337	1141	285.25	27.533	55.066	3032.250
NORESPONSE	4	123	39	162	363	90.75	27.533	55.066	3032.250
Valid N (listwise)	4								

Source: Researcher (2018)

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

General Regression Analysis: YES RESPONSE versus NO RESPONSE

```
Regression Equation

YES RESPONSE  =  376 - 1 NO RESPONSE


Coefficients

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


Summary of Model

S = 1.198589E-14  R-Sq = 100.00%        R-Sq(adj) = 100.00%
PRESS = 0         R-Sq(pred) = 100.00%
```

The model summary reveals the rate of coefficients of determination of the variables. The summary shows a relationship of 100% to the variables.

Goodness-of-Fit Test for Poisson Distribution

```
Data column: YES RESPONSE
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Frequency column: NO RESPONSE

Poisson mean for YES RESPONSE = 260.190

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

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

WARNING: 1 cell(s) (20.00%) with expected value(s) less than 1. Chi-Square approximation probably invalid.

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

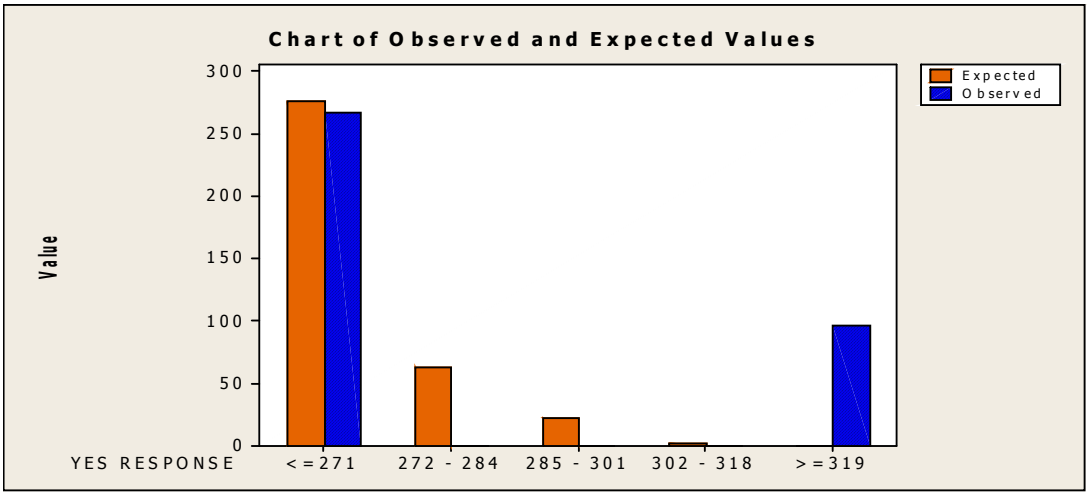

Figure 3: **Chart of Observed and Expected Values**

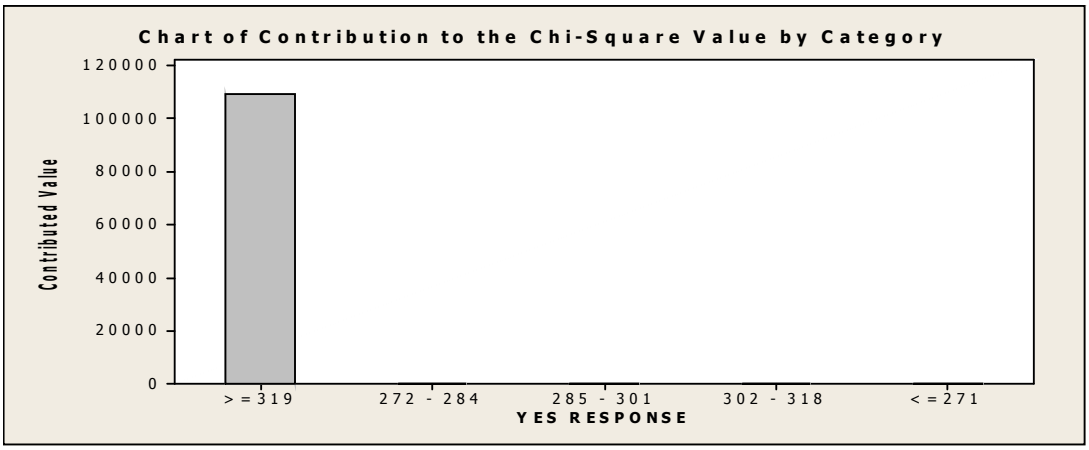

Figure 4: **Chart of Contribution to the Chi-Square Value by Category**

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4.3 Decision rule:

From the above analysis, the P-value which is the significance value is 0.000 which is less than the 0.01 significance level; therefore we reject the null hypothesis and accept the alternative hypothesis which says that, "Lecturers attitude towards students affect their students' choice of profession".

5.0 Summary of Findings

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

However, from the findings, many respondents were also of the opinion that parents influence on them affects their choice of profession. Furthermore, many respondents were of the opinion that teaching is a profession for the intellectually and very determined persons.

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

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