

Assessing the Relationship among Teachers' Attitudes toward the Teaching Profession, Teaching Effectiveness, and Gender in Ekiti State Secondary Schools, Nigeria

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Abstract: *This study assessed the association among teachers' attitudes toward the teaching profession, teaching effectiveness, and gender in Ekiti State secondary schools, Nigeria. The study adopted the survey research type of the quantitative research design. All secondary school teachers in the Nigerian state of Ekiti made up the study's population. The multi-stage sampling procedure was adopted for sample selection. In all, 136 practicing teachers were sampled for the study. A self-report instrument tagged "Teachers' Attitude towards the Profession and Perceived Teaching Effectiveness Questionnaire" was used for data collection. The Cronbach alpha indexes of 0.73 and 0.77 were obtained as the reliability coefficient of the instruments' sub-sections. The data obtained were analysed on SPSS version 23, using both descriptive and inferential statistics at a 5% significance level. Findings revealed that Ekiti State secondary school teachers' attitude towards the teaching profession is positive, and are highly effective in teaching; teachers' gender, teaching effectiveness, and attitude towards the profession are negatively related; teachers' attitude towards the profession has a positive significant relationship with their teaching effectiveness; no significant gender difference in the teaching effectiveness of teachers, and there exists a significant gender difference in teachers' attitude towards the profession, with male teachers having a higher positive attitude. The study recommends that education stakeholders, should continue to organise and sponsor teachers for professional development programmes, and conditions of service for the teaching profession be regularly and positively reviewed.*

Keywords: Gender; Teachers; Attitude towards the profession; Teaching effectiveness; Secondary schools.

Introduction

The education of students is dependent on teachers. Teachers are the measuring parameter of educational institutions, and play a significant role in predicting students learning outcomes and academic success (Osiesi & Fajobi, 2019). Secondary school education is a level of education that is designed for students who have graduated from primary schools. It is aimed at preparing students for a positive future life and endeavours. According to Okoye (2016), and Nwogbo and Ugwuoke (2021), secondary education is the backbone of a country's workforce. The attainment of the goals of secondary education is well vested on the shoulders of teachers.

Teachers are a vital ingredient in any educational setting (Fajobi & Osiesi, 2019). The teacher translates educational objectives into useful skills and knowledge, and transmits the same to students (Uchendu et al., 2013). They are to administer and direct learning and classroom activities (Araromi & Salman, 2020). Teachers' content knowledge, teaching skills, and inputs in students' learning outcomes are paramount (Osiesi & Fajobi, 2019). However, as reiterated by Alice (2017), teachers' negative attitudes and dispositions towards the teaching profession especially in Nigeria may have been due to poor remuneration and low prestige inherent in the profession.

Attitude is acquisitive and can be impacted by a variety of circumstances (Osiesi & Akomolafe, 2019). A person's attitude, or mindset, shapes how they feel, think, and acts. It has an impact on someone's performance, either favorably or unfavorably (Araromi & Salman, 2020). An individual's behavior is controlled by an acquired and psychological variable (Tavşanlı, 2014). An individual's sentiments, actions, and dedication to their profession are implied by their attitude toward that profession (Oluremi & Oyewole, 2013). The attitude of a person affects their emotions and willingness to act in a particular way. The writers went on to reiterate that a teacher's attitude governs both their interest in and performance as a teacher. Teachers' attitudes toward the teaching profession, among other things, have an impact on how much enjoyment they derive from it and how committed they are to it (Polat, 2019). Studies have shown how teachers' attitudes affect their performance, practice, and the teaching profession (Al Harthy et al. 2013; Akbaba, 2013; Bhargava & Pathy, 2014; Issan et al., 2011).

Attitudes regarding the profession have a big impact on how the teaching process goes and how well teachers perform (Agcam & Babanoglu, 2016). For schools and teachers to achieve the desired goals, teachers' attitudes about their work are crucial (Dabas, 2011). Positive attitudes regarding their career as teachers help them perform better during the teaching-learning process,

which in turn inspires them. As a result, teachers are more engaged in academic activities at their schools and are better able to connect with coworkers, students, and parents (Korkmaz & Unsal, 2020). Additionally, according to Unlü (2011) and Polat (2019), academic roles are more successfully carried out by teachers who have a favorable attitude about their work. A country's educational system must be improved by employing teachers with positive attitudes who are also highly skilled and productive (Akyüz, 2013; Cemalolu, 2014).

A teacher is effective when he or she understands the intricacies of basic skills development, has good work habits, and possesses a desirable attitude and value judgment (Lwin & Lwan, 2019). Teaching effectiveness was defined by Afe (2003) as the demonstration of intellectual, social, and emotional stability, love for students, a positive attitude toward the teaching profession, and the capacity to instill virtues in students. It was described by Evans (2006) as a measurement of how well the learning objectives had been achieved. Additionally, it can involve demonstrating material expertise, lesson presenting abilities, and establishing a welcoming environment for learning, all of which would boost students' knowledge (Evans, 2006). Achieving their predetermined objectives while adapting their knowledge and skills to the needs of the educational procedures are traits of an effective teacher (Onyekuru & Ibegunam, 2013). Strong et al. (2011) highlighted the dimensions of teaching effectiveness to include the personal quality of the teacher, assessment of students' learning, instructional effectiveness, and positive learning environment.

Using the survey research approach, Osiesi et al. (2022) conducted a study in Nigeria on the teaching capacity of teachers in Ekiti State primary schools as predicted by their dedication and attitude toward the teaching profession. The study's conclusions showed that the sampled teachers had a favorable attitude about their careers as teachers and that these views significantly impacted their effectiveness as teachers. The relationship between secondary school teachers' work attitudes and their job performance in Anambra State, Nigeria, was examined in Nwogbo and Ugwuoke's study in 2021. The correlational research design was used in the study. The results showed a strong correlation between teachers' work attitudes and job performance.

Similar to this, Araromi and Salman (2020) used the descriptive survey study type to investigate students' performance in English grammar and teachers' attitudes toward teaching in Osun State, Nigeria. The study's conclusions showed that secondary school teachers in the State had unfavorable attitudes toward their jobs as educators and that these attitudes were positively connected with their students' academic progress. Musa and Bichi (2015) also investigated the views of aspiring teachers regarding the teaching profession at Northwest University in Kano. The research design for the study was a descriptive survey. It was discovered that aspiring instructors have a favorable attitude toward their work. Eleje et al. (2022) evaluated the attitudes of secondary school teachers towards the teaching profession in Anambra State, Nigeria. The study's findings showed that teachers in the State had favorable perceptions of their profession. According to certain studies (Akdemir, 2018; Hussain et al., 2020; Erdamar et al., 2016; Yasan-Ak et al., 2020), teachers have positive attitudes toward their careers as educators, while other studies suggest the opposite (Yasan-Ak et al., 2020). (Alkhateeb, 2013; Egbu, 2015; Omolara&Adebukola, 2015).

Onyekuru and Ibegunam (2013) conducted a descriptive research on secondary school teachers' effectiveness in Rivers State, Nigeria. Findings revealed an average level of teachers' effectiveness in the State. Lwin and Lwan (2019) investigated the relationship between teacher effectiveness and attitude towards the teaching profession in Waingmaw Township. The survey research method was employed for the study. The findings of the study revealed that teachers' effectiveness correlates positively with their attitude toward the teaching profession. The study by Ahmad et al. (2013) confirmed the strong link between teachers' attitudes regarding the teaching profession and their success in the classroom. In West Bengal's Purba Medinipur area, Dash and Barman (2016) looked at the efficiency of secondary school teachers' lessons. The results showed that the sampled teachers had very high levels of teaching effectiveness.

A study of pre-service teachers' levels of effectiveness and attitudes toward the teaching profession was undertaken by Sharbain and Tan in 2012. The findings showed a favorable association between instructors' attitudes toward their work and their degree of competence (teaching effectiveness). To ascertain the connection between secondary school teachers' efficacy and attitude toward their line of work, Mangalamma and Vardhini (2017) conducted a study. Results indicate a strong correlation between teachers' attitudes toward their work and how effectively they educate.

Teachers' gender can determine their attitude towards the profession and teaching effectiveness. Male teachers are perceived to be more effective than their female counterparts, while female teachers are perceived to possess more positive attitudes than males. There are contrasting findings regarding gender's impact on teachers' attitudes toward the profession and teaching effectiveness. Eleje et al.'s (2022) study revealed that male teachers had a more positive attitude than their female counterparts. Emad and Dodeen (2014), Erdemar et al. (2016), Alkan (2018), and Polat (2019) found more positive attitudes toward the teaching profession among female teachers than male teachers. On another hand, Akgün and Özgür (2014), and Kesen and Polat (2014) studies found that teachers' gender does not impact their attitudes towards the teaching profession. In a similar vein, Dash and Barman (2016) found that teachers' gender had little bearing on how good they are at teaching, while Musa and Bichi (2015) found that teachers' gender

has a substantial impact. According to Mangalamma and Vardhini's (2017) research, female instructors were more effective in the classroom and had more favourable perspectives toward their careers as educators. In a similar vein, studies by Alufohai and Ibhafidon (2015) and Shah and Udgaonkar (2018) have shown that teachers' gender affects the effectiveness of their teaching.

In Nigeria, teachers are held accountable for not carrying out their responsibilities and obligations adequately and successfully, regardless of what level of education they teach (Eleje et al., 2022), which may have had an impact on students' learning outcomes. The attitudes of teachers toward the profession and their teaching effectiveness can likely influence their general outlook, efficiency, and productivity in their jobs. Their gender may also be playing a significant role in the aforementioned. Studies on teachers' attitudes towards the profession, teaching effectiveness, and gender relation with the duo abound in the extant literature (Osiesi et al., 2022; Nwogbo & Ugwuoke, 2021; Araromi & Salman, 2020; Akdemir, 2018; Hussain et al., 2020; Erdamar et al., 2016; Yasan-Ak et al., 2020; Alkhateeb, 2013; Egwu, 2015; Omolara & Adebukola, 2015; Onyekuru & Ibegunam, 2013; Lwin & Lwan, 2019; Dash & Barman, 2016; Sharbain & Tan, 2012; Mangalamma & Vardhini, 2017; Eleje et al., 2022; Polat, 2019).

However, there haven't been many studies done in the Nigerian secondary school setting, and it doesn't appear that any have been done recently that looked at the connection between teachers' attitudes toward their profession, their effectiveness as teachers, and their gender. In light of this, this study assessed the association between teachers' attitudes toward the teaching profession, the effectiveness of their teaching, and gender in secondary schools in Ekiti State, Nigeria.

Research Questions

1. What is the attitude of teachers in Ekiti State secondary schools toward the teaching profession?
2. What is the level of teaching effectiveness among teachers in Ekiti State secondary schools?
3. What is the relationship among teachers' attitudes towards the teaching profession, teaching effectiveness, and gender?
4. What is the relationship between teachers' attitudes toward the profession and their level of teaching effectiveness?
5. Is there a significant gender difference in teachers' attitudes toward the profession and their level of teaching effectiveness?

Methodology

Research Design

This study adopted the survey research type of the quantitative research design.

Population, Sampling Technique, and Sample

All secondary school teachers in Ekiti State, Nigeria, made up the study's population. The multi-stage sampling procedure was adopted in the selection of samples for the study. First, the simple random sampling technique was used in selecting a senatorial district (Ekiti North Senatorial District) from the three senatorial districts of the State. The simple random sampling technique was also used to select a local government area (Ikole-Ekiti) from the senatorial district, while the convenience sampling technique was used in choosing only teachers who were willing to respond to the research instrument within the specified time frame as posited by the researcher. In all, 136 practicing teachers were sampled for the study.

Instruments and Instrumentation

A self-report instrument was developed by the researcher. The instrument was tagged "Teachers' Attitude towards the Profession and Perceived Teaching Effectiveness Questionnaire (TAPPTEQ)". Data for the study was collected using this instrument. The instrument had three sections, A and B. Section A captured the demographic details of the respondents such as gender, years of teaching experience, and academic qualification. Section B consisted of two sub-sections. The first sub-section had 18 items measuring teachers' attitudes towards the profession, and the second sub-section had 14 items measuring the Teachers' perceived effectiveness questionnaire. These items were placed on a 3-Likert scale format of Agree (2), Undecided (1), and Disagree (0). The instruments were administered by the researcher and two research assistants. The instruments were later retrieved by same after the respondents had fully responded to the instruments. There was a 98% return rate for the instruments.

Validation of the instrument

The TAPPTEQ initial draft has 28 items in the attitude to the teaching profession sub-section, and 20 items in the perceived teachers' teaching effectiveness sub-section. To test the instrument's validity, and reliability, the initial draft was first shown to three research experts in the field of educational tests and measurement. Their input and constructive criticisms were adopted in drafting another version of the instrument, which was later pilot tested on a sample of 40 pre-service teachers in one of the federal universities

in the State. The result of the pilot testing yielded the final version of the instrument, having 18 and 14 items respectively for the two sub-sections of section B. Regarding the reliability of the instrument, the Cronbach alpha method was used. This yielded the alpha indexes of 0.73 and 0.77 for the first and second sub-sections of Section B.

Analysis Method

The data obtained were analysed on SPSS version 23. Descriptive statistics (frequency counts and percentages, means, and standard deviation) and inferential statistics (correlation and independent-samples t-test) was used in analysing the data at a 0.05 level of significance.

Results

Respondents' Demographics

Table 1: The Demographic characteristics of the Respondents

Variable	Classification	Frequency	Percentage
Gender	Male	17	12.5
	Female	119	87.5
Years of Teaching Experience	< 5 Years	15	11.0
	5 - 10 Years	20	14.7
	> 10 Years	101	74.3
Academic Qualification	NCE	48	35.3
	B.Ed/B.Sc	86	63.2
	Masters	2	1.5
Total Number of Respondents	136		

Table 1

displays the demographic characteristics of the respondents sampled for the study. As shown in the table, out of the 136 teachers in the study, 17 (12.5%) are males, while 119 (87.5%) are females. This means that there were more female teachers sampled for the study. On years of teaching experience, 15 (11.0%) teachers have teaching experience of fewer than 5 years, 20 (14.7%) have teaching experience between 5-10 years, and 101 (74.3%) teachers have teaching experience of more than 10 years. Thus, a large number of the sampled teachers had teaching experience of more than 10 years. Regarding academic qualifications, 48 (35.3%) of teachers had NCE (National Certificate of Education), 86 (63.2%) had a bachelor's degree in education or science, and only 2 (1.5%) had a Master's degree. It can be inferred, therefore, that a large number of the sampled teachers possess the B.Ed/B.Sc qualification.

Research Question 1: What is the attitude of teachers in Ekiti State secondary schools toward the teaching profession?

Table 2: Attitudes of Teachers in Ekiti State secondary schools

S/No	Statements	Mean	Std. Deviation
1	I naturally love teaching	1.07	.25
2	My being in the teaching profession is a mistake	1.75	.44
3	I am bored of this teaching profession	1.10	.30
4	I will want to be a teacher in my next life	1.15	.36
5	I hate to teach sometimes	1.23	.42
6	I am fulfilled been a teacher	1.73	.45
7	I hate writing my lesson plan	1.70	.46
8	I love marking my students class work and assignment	1.19	.40
9	I never feel tired of teaching	1.12	.32

10	Teaching makes me sad	1.07	.26
11	I love writing my lesson note	1.14	.35
12	I don't care if my students fail my subject	1.16	.37
13	I am not respected or valued because I am a teacher	1.67	.47
14	My being a teacher makes me feel inferior before my friends	1.22	.42
15	I am not satisfied in any way as a teacher	1.11	.31
16	I naturally love teaching	1.10	.31
17	My being in the teaching profession is a mistake	1.75	.44
18	I am bored of this teaching profession	1.07	.26
Average Mean & S.D		1.30	0.37

*Criterion Mean = 1.00; Mean Values >1.0 = +Attitude; <1.0 = -Attitude; 1.0 = Neutral

Table 2 indicates the attitudes of Ekiti State secondary school teachers towards the teaching profession. As depicted in the table, the means of the individual items responded to by the teachers had values above the criterion mean (1.00), and this infers a positive attitude among the sampled teachers. Thus, Ekiti State secondary school teachers' attitude towards the teaching profession is positive.

Research Question 2: What is the level of teaching effectiveness among teachers in Ekiti State secondary schools?

Table 3: Level of Teaching Effectiveness among Teachers in Ekiti State

S/No	Statements	Mean	Std. Deviation
1	I am academically qualified to teach at the secondary school level	1.01	.12
2	I have good communication skills	1.00	.00
3	I have a good grasp of research skills	1.01	.09
4	I have good teaching skills	1.04	.19
5	I have interpersonal effectiveness/teamwork	1.11	.31
6	I have a high sense of achievement orientation	1.02	.15
7	I am very familiarity with new with various teaching methods	1.01	.09
8	I know how to use and apply a variety of teaching aids	1.02	.15
9	I can effectively manage my classroom	1.09	.29
10	I encourage teacher-student cordial interaction during lessons	1.07	.26
11	I have good knowledge of information technologies	1.03	.17
12	I am skillful in evaluating students' academic achievement	1.00	.00
13	I employ ICT in most of my teaching-learning processes	1.00	.00
14	I have a high level of subject matter knowledge in my teaching subject	1.02	.15
Average Mean & S. D		1.03	0.14

*Criterion Mean = 1.00; Mean Values >1.0 = High level of teaching effectiveness; <1.0 =Low level of teaching effectiveness; 1.0 = Neutral

Table 3 indicates the level of teaching effectiveness among Ekiti State secondary school teachers. As revealed in the table, the means of the individual items responded to by the teachers had values above the criterion mean (1.00), and this infers a high level of teaching effectiveness among the sampled teachers. Thus, Ekiti State secondary school teachers are highly effective in teaching.

Research Question 3: What is the relationship among teachers' attitudes towards the teaching profession, teaching effectiveness, and gender?

Table 4: Correlation Analysis for Gender, Teachers' Teaching Effectiveness, and Attitude towards the Teaching Profession

Correlations		Mean	S. D	Gender	Teachers' Teaching Effectiveness (TE)	Teachers' Attitude Towards the Profession (TA)
Gender	Pearson Correlation	1.88	0.33	1	-.076	-.192*
	Sig. (2-tailed)				.379	.025
TE	Pearson Correlation	20.67	1.33	-.076	1	.314**
	Sig. (2-tailed)			.379		.000
TA	Pearson Correlation			-.192*	.314**	1
	Sig. (2-tailed)	23.33	2.60	.025	.000	

*Significant at 0.05

Table 4 reveals the relationship existing among teachers' gender, level of teaching effectiveness, and their attitude toward the teaching profession. As revealed, there exists a negative relationship among teachers' gender, level of teaching effectiveness, and their attitude towards the teaching profession ($r = -0.076$; -0.192 ($p < 0.05$)). Thus, teachers' gender, teaching effectiveness, and attitude towards the profession are negatively related.

Research Question 4: What is the relationship between Teachers' attitudes toward the profession and their level of teaching effectiveness?

Results as shown in table 4 revealed a positive significant relationship between teachers' attitudes towards the profession and their teaching effectiveness ($r = 0.314$; $p < 0.05$). Hence, Teachers' attitude towards the profession has a positive significant relationship with their teaching effectiveness.

Research Question 5: Is there a significant gender difference in teachers' attitudes toward the profession and their level of teaching effectiveness?

Table 5: Summary of t-test of gender difference in teaching effectiveness and attitude towards the profession

Gender		N	Mean	S.D	t-cal	df	p-value	Decision
Teaching Effectiveness	male	17	20.94	1.34	0.882	134	0.196	NS
	female	119	20.64	1.32				
Attitude towards the profession	male	17	24.65	4.51	2.268	134	0.00*	S
	female	119	23.14	2.16				

*Significant at $p < 0.05$

Table 5 depicts the gender difference in teachers' teaching effectiveness and attitude towards the profession. As revealed, there is no significant gender difference in the teaching effectiveness of the sampled teachers since the mean responses between male and female teachers were similar (Male: mean = 20.94, S.D =1.34; Female: mean = 20.64, S.D =1.32; $t_{134} = 0.882$; $p = 0.196$). In contrast, there is a significant gender difference in the attitude of teachers toward the profession, and this was in favour of the male teachers, who had a higher mean response (Male: mean = 24.65, S.D =4.51; Female: mean = 23.14, S.D =2.16; $t_{134} = 2.268$; $p = 0.00$).

Thus, there is no significant gender difference in the teaching effectiveness of teachers as sampled in the study, while a significant gender difference exists in teachers' attitudes towards the profession, with male teachers having a higher positive attitude.

Discussion

This study investigated the relationship among teachers' attitudes toward the teaching profession, teaching effectiveness, and gender in Ekiti State secondary schools, Nigeria. The first findings of the study indicate that Ekiti State secondary school teachers' attitude towards the teaching profession is positive. A positive attitude is essential for enhancing teachers' general productivity (Agcam & Babanoglu, 2016; Polat, 2019). Could the positive attitudes among these teachers be due to their conditions of service or the many professional development programmes that are organised for them by the State government? This needs further investigation. However, the finding supports the findings of Osiesi et al. (2022) that reported that teachers in Ekiti State schools have positive attitudes towards the profession and are well committed to the profession.

The same is true with the findings of Nwogbo and Ugwuoke (2021), Musa and Bichi (2015), Eleje et al. (2022); whose studies were also conducted within the Nigerian space, and reaffirm that teachers have a positive attitude toward the teaching profession. In contrast, the finding of this study does not agree with that of Araromi and Salman (2020), who reported that teachers had a negative attitude towards the teaching profession. This contrast could stem from the fact that their study sampled only twelve (12) English teachers in Osun State, Nigeria; unlike this current that sampled a larger number of teachers across the board, irrespective of the subject they teach.

The second finding of this study revealed that teachers in Ekiti State secondary schools are highly effective in teaching. They are expected to be since the State government organises and sponsors these teachers for regular professional development courses (this is based on the researchers' perception and understanding). Also, these teachers have the requisite qualification to teach at the level, hence their teaching effectiveness. This finding is in line with the findings of Dash and Barman (2016) that revealed a high level of teaching effectiveness among teachers in their study. This finding negates that of Onyekuru and Ibegunam (2013) who reported an average level of teaching effectiveness among teachers.

The finding of the study revealed that teachers' gender, teaching effectiveness, and attitude towards the profession are negatively related. The meaning of this is that teachers' gender, teaching effectiveness and attitude towards the profession moves in the opposite direction. This buttresses the findings of Akgün and Özgür (2014), Kesen and Polat (2014), and Dash and Barman (2016) studies found that teachers' gender does not impact their attitudes toward the teaching profession. Similarly, teachers' attitude towards the profession has a positive significant relationship with their teaching effectiveness. This is lucid, as teachers' positive attitudes towards the profession positively impact their teaching effectiveness. This finding is in tandem with those of Lwin and Lwan (2019), Sharbain and Tan (2012), Mangalamma and Vardhini (2017) which showed a positive relationship between teachers' teaching effectiveness and their attitude toward the profession.

The study finding revealed a non-significant gender difference in the teaching effectiveness of teachers; this disagrees with the findings of Musa and Bichi (2015), Alufohai and Ibhafidon (2015), and Shah and Udgaonkar (2018) studies that indicated that teachers' gender significantly influences their teaching effectiveness. Nevertheless, the study revealed a significant gender difference in teachers' attitudes towards the profession, with male teachers having a higher positive attitude. This supports the findings of Eleje et al. (2022) which revealed that male teachers had a more positive attitude than their female counterparts. Still, the finding negates those of Mangalamma and Vardhini (2017), Emad and Dodeen (2014), Erdemar et al. (2016), Alkan (2018), and Polat (2019) found that female teachers have a more positive attitude towards the teaching profession as compared to male teachers. On another hand, the finding negates the findings of Akgün and Özgür (2014) and Kesen and Polat (2014) studies who found that teachers' gender does not impact their attitudes toward the teaching profession.

Conclusion and Recommendation

This study investigated the relationship among teachers' attitudes towards the teaching profession, teaching effectiveness, and gender in Ekiti State secondary schools, Nigeria. Teachers' professional performance can be influenced by their attitudes towards the teaching profession, teaching effectiveness, and gender; as these have been linked to students' learning outcomes. It is based on the findings of the study that the following recommendations are proffered:

- i. Education stakeholders, especially the government should continue to organise and sponsor teachers for professional development programmes, as this will sustain their teaching effectiveness;
- ii. Conditions of service for the teaching profession should be regularly and positively reviewed to ensure and enhance teachers' positive attitudes towards the profession.

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