

**Forming Attitude towards Teaching Profession among Pre-Service Teachers
in Osun State, Nigeria**

*Membentuk Sikap terhadap Profesi Keguruan dalam Kalangan Guru Pelatih
di Negeri Osun, Nigeria*

**Adebisi, Thomas Ajibade
Dania, Esther Omomize**

Email: adetom247@yahoo.co.uk; thomasadebisi7@gmail.com; estardania@gmail.com

Department of Science and Technology Education, Faculty of Education, Obafemi Awolowo
University, Ile -Ife, Nigeria

Abstract

This study was designed to assess forming attitude of pre-service teachers towards teaching profession in Osun State, Nigeria. This was carried out in the dimensions of pre-service teachers' preview towards teaching profession, their belief on the use of instructional materials, attitude showed towards classroom management. The study further investigated the difference in the preview of male and female pre-service teachers towards teaching profession, finally it investigated the difference in the preview of science and non-science pre-service teachers towards teaching profession using descriptive survey research design method. A purposive sample of 462 pre-service teachers from Obafemi Awolowo University, Ile-Ife and Osun State University, Ipetu-Ijesha, Nigeria participated in the study. A well-constructed questionnaire addressing the variables under study were used to collect data after validation from experts' judgement. Data collected were analysed using mean and standard deviation to answer the research questions, and the hypotheses were tested using t-test statistical tool. The result of the study showed that pre-service teachers have a positive preview towards teaching profession, right belief on the use of instructional materials and positive attitude towards classroom management. The result of the findings further showed that there is a significant difference in the preview of male and female pre-service teachers in the context of their forming attitude towards teaching profession; and, also, between science and non-science pre-service teachers towards teaching profession. Recommendations were made to improve forming attitude of pre-service teachers during their training period.

Keywords: *Forming attitude, pre-service teachers, teaching profession*

Introduction

The term “profession” is often referred to as a trade or a craft and sometimes as an occupation in which an individual has proficiency in doing. A profession requires special training and demonstration of skills for the benefit of people in the community. This implies that a professional is a person who possesses and demonstrates specialised knowledge and behaviour on a learned skill. Wilkinson (2005) asserted that professions are the occupational groups which have, by virtue of their formal knowledge, been granted collective licence by the state to control the training. A profession sees to uphold the standard of behaviour and ethics formally learned which cannot be concealed to members and non-members alike. Since most professional workers receive their training in educational institutions, so, is the teaching profession in Nigeria. It was on this note that Teachers Registration Council of Nigeria (TRCN), an agency of Ministry of Education was established in 1993 to see to teaching profession in Nigeria. The agency was saddled with obligation to control, regulate and standardize the teaching profession at all levels of the Nigerian Education system. The intention of TRCN in Nigeria is to channel teaching through the prepared, trained and qualified teachers.

Teaching is an action-packed process involving impartation of skills, knowledge or giving the instructions to the learners based on some pre-determined aims and objectives in a formal setting. Teaching has gone beyond mere dissemination of information to the learners. It is such that students are helped to develop intellect, character, skill, taste and sociability (Stenhouse as cited in Aladejana, 2006). Teaching is concerned with totality of students’ development; therefore, it is imperative to raise the standard of teaching to meet up with global expectations of professionalism. Peretomode (1991) suggested six measures for raising the teaching profession to full professional status. The measures are:

1. Better teaching preparation;
2. Registration of teachers;
3. Improved working conditions;
4. Enforcement of code of conduct;
5. Professional Organization; and
6. Long duration of training and internship.

Teacher education is the process of learning the art and techniques of teaching. The National Policy on Education (NPE, 2004) opined that teacher education should be given a major emphasis in educational planning because no educational system can rise above the quality of teachers. The services of the teacher more than any profession influence the lives of the nation’s youth and future of the nation. So they should be well equipped because they are valuable asset to the society. They can be equipped through Teacher education programme. Teacher education ensures that teachers in educational institutions are professionally trained and equipped for the effective performance in their careers. Teacher education equips the trainee with knowledge of subject matter and pedagogical content knowledge. Teacher education is of two main types: pre-service training and in-service training but this study is concentrating on the pre-service aspect. In Nigeria teachers’ training is obtainable in the following institutions:

1. Nigerian Colleges of Education (NCE)
2. Institutes of Education
3. National Teachers’ Institute (NTI)
4. Teachers’ Centres

5. Universities

By implication, pre-service teachers are those undergoing training in teacher education institutions aiming to be professional teachers. According to Anho (2011), teachers' education is the process which nurtures prospective teachers and updates qualified teachers' knowledge and skills in the form of continuous professional development.

Today, not many youths want to go into the teaching profession in Nigeria, and many of the teachers came into the profession as a last resort and when they find an alternative job they easily switch over. This has led to a drop-in-drop-out syndrome in the teaching profession which does not exist in professions like law, engineering and medicine. Many people today considered the teaching profession as the lowest in their ranking of all professions and consequently the last choice by many job seekers. Today, students in other faculty of studies regard their counterparts in the Faculty of Education as pursuing career that lead them to a life of poverty.

Teaching in Nigeria has been patronized by the people who could not succeed in their chosen vocations and the people who believe that teaching is a "spare time job" that allows them to simultaneously engage in other profit making businesses which they considered more lucrative than teaching. (Yusuf, Afolabi & Oyetayo, 2014) This view can dampen the elated and forming attitudes of teachers in training at any point in time because attitude refers to a set of emotions, beliefs, and behaviours (positive or negative) toward a particular object, thing or event. Attitude can be formed and is a dynamic entity subject to change which can be moderated during teaching practice of pre-service teachers.

The Teaching Practice (TP) is a course to be registered for, done and passed by students in part two and three in the two universities. In Obafemi Awolowo University, Ile-Ife the course code are EDU 202 and EDU 302 titled teaching practice I and II respectively while in Osun State University the course codes are EDU 301 and EDU 402 titled teaching practice I and II respectively. The students are posted to secondary schools to teach their teaching subject for the period of six weeks under the watch of in-service teachers. The teaching practice is a tedious exercise since the process is much involving as the pre-service teachers demonstrate their skills of knowledge to teach, use instructional materials and manage the class, more so that three supervisors are to visit them unnoticed to grade them independently. The teaching practice course can be considered as critical since the process itself can be problematic in many ways (Hobson, Ashby, Malderez & Tomlinson, 2009; Merç & Subaşı, 2015; Macias & Sanches, 2015) and it can have an effect on the pre-service teachers' forming attitude to the practice of teaching profession.

Review of Literature

Cortes (2016) viewed a pre-service teacher as the person who is studying to be a teacher and also someone who starts sharing knowledge with others. This captures explicitly the induction to the act of professionalism in teaching. According to Erden and Tezcan (as cited in Hotaman, (2010), p. 1417) "for an occupational group to be classified as a professional occupation, it is necessary that it provides services in a determined field, goes through formal training which offers expert knowledge, possesses professional culture, has admission control, possesses professional ethics, owns professional establishments and is considered as a profession by the society". Attitude

assumes a significant position to the pre-service and in-service teachers because of its dynamic attributes. Gronlunds (1976) provided the widest meaning of attitude as that which embraces all aspects of personality development such as individual interest, motives, values, vocational adjustment derived from vocational pursuits and other phases of one's daily lives. The type of attitude possessed by a teacher influences the attitude in different perspectives towards the practice of teaching profession. Htang (2017) expressed that from the psychological point of view, the teachers' attitude is one of the most influential factors in the teaching profession. He maintained that attitude can be regarded as the most significant indicator of success in the teaching profession. The different learning environment, instructional materials and strategies adopted in teacher training programme are also responsible for difference in attitude of pre-service teachers towards teaching profession (Bhargava & Pathy, 2014).

According Brown (2001), attitudes, points out that *"they are characterized by a large proportion of emotional involvement such as feelings, self, relationships in community"* (p. 61). He thus establishing a connection between attitudes and teaching allows considering relevant issues such as identity, feelings, and classroom setting, belief among others. He asserted that pre-service teachers develop or reaffirm attitudes toward their future profession based on the situations they go through in pedagogical practicums. This brings into focus the use of instructional materials by the pre-service teachers, according to Adebisi, Adeleke & Salami (2016), research into pre-service teachers' use of instructional materials is a searchlight into current trends of what is obtainable among these trainees as they exhibit their act of professionalism. Adebisi et al (2016) asserted that pre-service teachers' use of instructional material is germane to fundamental preparation on their readiness to accept the practice of teaching which is the beauty and quality of professionalism. Teachers' pedagogy knowledge coupled with effective use of instructional materials cannot achieve the aim of learning without the skills of classroom management. Perihan (2017) asserted that even a very well-planned lesson can fail if the classroom is managed poorly. Classroom management skill is among the prime components of efficient classroom instructions and is correlated with students' learning process in the classroom (Marzano & Marzano, 2003)

Statement of the Problem

Despite the noble role teaching plays among other professions all over the world. It has been observed that many youths do not readily choose the teaching profession as an option in a country like Nigeria. Most come into teaching profession as a last resort because they have stayed at home for long or did not meet up to the merit marks for their desired course in their choice of institutions. Others see the teaching profession as unattractive because of low salary, poor social status, heavy work load, large class sizes, students' lack of discipline, limited prospects for professional development and many more. These perceptions pose concern to the teaching profession. It is therefore important to assess pre-service teachers' forming attitude towards this noble profession of teaching during the courses of their training.

Purpose of the Study

The purpose of this study is to assess forming attitude of pre-service teachers towards teaching profession in Osun State, Nigeria.

Research Questions

To address the problem of the study, the following research questions were raised:

1. What is the preview of pre-service teachers in the context of their forming attitude towards teaching profession during their training?
2. What belief do pre-service teachers possess on the use of instructional materials?
3. What attitude does pre-service teachers showed towards classroom management in the course of teaching practice exercise?
4. Is there any difference in the previews of male and female pre-service teachers in the context of their forming attitude towards teaching profession during their training?
5. Is there any difference in the previews of science and non-science pre-service teachers in the context of their forming attitude towards teaching profession during their training?

Research Hypotheses

The following null hypotheses were formulated:

1. There is no significant difference in the preview of male and female pre-service teachers in the context of their forming attitude towards teaching profession during their training.
2. There is no significant difference in the preview of science and non-science pre-service teachers in the context of their forming attitude towards teaching profession during their training.

Research Design

Descriptive survey research design was used for this study. This study was considered appropriate and useful for this study because the researchers aimed at systemic description of characteristics of pre-service teachers' forming attitude as they are and generalize the findings to the entire population.

Participants

The target population for this study comprised all pre-service teachers in 300 level (third year) and 400 level (final year) from two universities in Osun State of Nigeria, namely: Obafemi Awolowo University (OAU), Ile-Ife and Osun State University. A total of 462 pre-service teachers participated in this study. 300 students were purposively selected from OAU and 162 students were purposively selected from Osun State University (UNIOSUN) through purposive sampling technique.

Research Instrument

The instrument used for collection of data is titled "Pre-service Teachers' Attitude Towards Teaching Profession" (PTATP) was constructed to collect data from pre-service teachers. The questionnaire was divided into sections A, B, C and D. Section A of the research instrument sought demographic information such as department, level and name of school of the students. Section B contained 15 items on the pre-service teachers' disposition towards teaching profession.

Section C contained 10 constructed items each on the pre-service teachers' belief on the use of instructional materials and Section D contained 15 items on the pre-service teachers' attitude towards classroom management. A four-point Likert scale was used for sections B and C on the responses of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). In Section D, responses were indicated using Always (A), Sometimes (S) and Never (N).

Validation of the Instrument

The instrument for the study was validated through expert judgement to establish both face and content validity. Section B of the instrument was validated by three experts from the Department of Science and Technology Education and Education foundation and counselling of Obafemi Awolowo University, Ile- Ife, Nigeria. Sections C and D were originally made of 25 items each but reduced to 10 and 15 items respectfully after through scrutiny by the three experts' judgement from the Department of Science and Technology Education Obafemi Awolowo University, Ile- Ife, Nigeria.

Method of Data Collection

The researchers visited Osun State University, Ipetu-Ijesha and sought for permission from the Dean of the school of Education to administer the instrument to Education students in the Faculty. In Obafemi Awolowo University, the instrument was administered to students in lecture halls after receiving permission from the lecturers in charge. The researcher ensured the instrument was collected immediately from the respondents after completion.

Results

Preview of pre-service teachers in the context of their forming attitude towards teaching profession during their training

Table 1 presents the preview of pre-service teachers in the context of their forming attitude towards teaching profession during their training. Table 1 provides information that items 1, 3, 5, 6, 8, 10, 11, and 15 revealed the negative preview of pre-service teachers in the context of their forming attitude towards teaching profession with means values of 1.97, 2.05, 1.92, 1.78, 2.01, 2.32, 2.08 and 2.36 respectfully while items 2, 4, 7, 9, 12, 13 and 14 revealed the positive preview of pre-service teachers in the context of their forming attitude towards teaching profession with means values of 3.44, 2.95, 3.11, 3.26, 3.10, 2.78 and 2.96 respectfully. However, the overall pre-service teacher preview in the context of their forming attitude towards teaching profession is on the average as indicated with mean score and standard deviation of 2.54 and 0.970 respectively.

Table 1

Preview of pre service teachers toward teaching profession

No	Statements	SA	A	D	SD	Nil	Mean	SD	Decision
1	Teaching is not given reasonable honour	199	128	67	63	5	1.97	1.08	Negative
2	Teaching is preferable because it influence lives	259	168	18	13	4	3.44	0.77	Positive
3	Teachers are not valued and respected by others	135	173	96	44	14	2.05	1.00	Negative
4	Teaching does not leave time for domestic and other activities	39	79	190	149	5	2.95	0.96	Positive
5	The environment in which teachers work is poor compared to other professions	167	182	73	34	6	1.92	0.93	Negative
6	Teachers in Nigeria are generally looked down upon	189	182	59	23	9	1.78	0.88	Negative
7	Teaching is a job for frustrated people	38	65	140	212	7	3.11	1.03	Positive
8	Most students choose a teaching career as their last resort	137	196	85	36	8	2.01	0.93	Negative
9	The courses I have taken have adequately prepared me for teaching	215	179	46	15	7	3.26	0.88	Positive
10	Teachers have low social status	97	150	137	66	12	2.32	1.04	Negative
11	Teachers are reasonably paid	47	97	177	129	12	2.08	1.00	Negative
12	I am comfortable with teaching career	187	179	59	28	9	3.10	0.97	Positive
13	Teaching can make one to age very quickly	50	84	177	133	18	2.78	1.10	Positive
14	I would not want to be a teacher because it is difficult to deal with students	44	72	199	146	1	2.96	0.93	Positive
15	I will prefer to work somewhere else than to teach after graduation	117	132	131	79	3	2.36	1.06	Negative
Weighted mean							2.54	0.97	Positive

Belief of pre-service teachers on the use of instructional materials

Table 2 depicts the belief of pre-service teachers on the use of instructional materials.

Table 2

Pre-service teachers' belief towards the use of instructional materials

No	Statement	SA	A	D	SD	Nil	Mean	SD	Remark
1	Students should understand lesson better when instructional materials are used	328	101	18	14	1	3.60	0.725	Right
2	Not all topics can be taught with instructional materials	90	244	91	53	4	2.21	0.917	Wrong
3	Large class cannot be taught with the instructional materials	92	199	119	46	6	2.23	0.925	Wrong
4	I don't possess the skills to use instructional materials to teach the students.	58	122	188	89	5	2.65	0.966	Right
5	Preparing instructional materials waste time.	49	202	168	40	3	2.42	0.818	Wrong
6	Instructional materials cannot be locally sourced	64	110	191	77	20	2.52	1.059	Right
7	Instructional materials are not cheap to come by	89	197	117	35	24	2.11	0.974	Wrong
8	Instructional materials cannot be incorporated into lesson plan.	52	97	224	77	12	2.65	0.970	Right
9	It is possible to pass knowledge to students without instructional materials	101	252	88	18	3	2.04	0.769	Wrong
10	It can be stressful teaching with instructional materials	55	74	216	11	4	2.82	0.964	Right
	Weighted mean				3		2.53	0.909	Right

Table 2 shows the belief of pre-service teachers on the use of instructional materials. Item 1, 4, 6, 8 and 10 shows the right belief of pre-service teachers on the use of instructional materials with mean values of 3.60, 2.65, 2.52, 2.65 and 2.82 respectfully. Items 2, 3, 5, 7 and 9 revealed wrong beliefs of pre-service teachers on the use of instructional materials with mean values of 2.21, 2.23, 2.42, 2.11 and 2.04 respectfully. However, the overall pre-service teacher belief on to the use of instructional materials is on the averagely right as indicated with mean score and standard deviation of 2.52 and 0.909 respectively.

Attitude of pre-service teachers towards classroom management in the course of teaching practice exercise

Table 3 presents the attitude of pre-service teachers towards classroom management.

Table 3

Pre-service teachers' attitude towards classroom management

No	Statement	A	S	N	Nil	Mean	SD	Decision
1	I find it difficult to discipline my students	83	249	128	2	2.09	0.683	Positive
2	My students do not take me for granted	155	219	85	3	2.14	0.726	Positive
3	I value my students opinion in the class even though it differs from mine	263	174	20	5	2.50	0.634	Positive
4	I reward good behavior in the class	373	70	14	5	2.76	0.558	Positive
5	I respond promptly to any strange noise in the class	297	139	21	5	2.58	0.633	Positive
6	I do carry my students along in the class	258	160	36	7	2.45	0.707	Positive
7	I ignore questions of students disrupting my class	66	170	217	9	2.29	0.780	Positive
8	No student speaks without my permission	206	200	50	6	2.31	0.714	Positive
9	My obligations do not go beyond teaching in the class.	170	166	117	9	1.85	0.823	Negative
10	I am easily enraged if a student does not do what I say	131	224	95	12	1.87	0.760	Negative
11	I use more rewards and lesser punishment in the classroom.	243	195	19	5	2.46	0.630	Positive
12	I do encourage students to express themselves	357	64	29	12	2.66	0.712	Positive
13	I scold and criticize when student's behaviour doesn't meet my expectation	148	223	79	12	1.80	0.746	Negative
14	I give students reasons why rules should be obeyed	361	76	17	8	2.71	0.620	Positive
15	I give corporal punishment to the students during teaching.	124	217	113	8	1.94	0.761	Negative
Weighted mean						2.29	0.699	Positive

The results revealed that 4 items out of the 15 items on pre-service teachers' attitude towards classroom management are negative, and these are items 9, 10, 13 and 15 with mean value of 1.85, 1.87, 1.80 and 1.94 respectfully. This implies that 11 out of 15 items are positive and the items are: 1, 2, 3, 4, 5, 6, 7, 8, 11, 12, 14. Using the average mean mark of 2.00, the attitude of pre-service teachers towards classroom management is positive (with weighted mean of 2.29).

Hypotheses Testing

Null hypothesis 1

There is no significant difference in the preview of male and female pre-service teachers in the context of their forming attitude towards teaching profession during their training

Table 4

Independent t-test on the previews of male and female pre-service teachers toward teaching profession

Variable	N	Mean	Std. Deviation	df	t	Sig.	Decision
Male	215	1.2791	0.4496	460	3.032	.00	Significantly different
Female	247	1.4130	0.4934				

The result of the analysis yielded significant difference [t (460) =3.032, p= 0.00] between male (M=1.2791, SD=0.4496) and female (M=1.413, SD=0.4934) pre-service teachers towards teaching profession. This implies that there is a significant difference in the preview of male and female pre-service teachers in the context of their forming attitude towards teaching profession during their training. Therefore, the null hypothesis that there is no significant difference in the previews of male and female pre-service teachers towards teaching profession in the context of their forming attitude towards during their training is rejected.

Null hypothesis 2

There is no significant difference in the previews of science and non-science pre-service teachers in the context of their forming attitude towards teaching profession during their training.

Table 5

Independent t-test on the previews of science and non-science pre-service teachers towards teaching profession

Variable	N	Mean	Std. Deviation	df	T	Sig.	Decision
Science	138	1.1014	0.3030	460	7.803	.00	Significantly different
Non-science	324	1.4582	0.4990				

The result of the analysis yielded significant difference [t (460) =7.803, p= 0.00] between science (M=1.1014, SD=0.3030) and non-science (M=1.4582, SD=0.4990) pre-services teachers previews

towards teaching profession. This implies that there is a significant difference in the previews of science and non-science pre-service teachers towards teaching profession. Therefore, the null hypothesis that there is no significant difference in the previews of science and non-science pre-service teachers towards teaching profession is rejected.

Discussion of Findings

The first research question examined the preview of pre-service teachers in the context of their forming attitude towards teaching profession. The result of the findings revealed that pre-service teachers have a positive preview in the perspective of forming attitude towards teaching profession. This is consistent with the study of Aliyu and Ado (2015) that prospective teachers' preview with respect to attitude towards the profession at the Northwest University, Kano was positive.

The second research question assessed the belief of pre-service teachers on the use of instructional materials. The study revealed on the average that the belief of pre-service teachers towards the use of instructional materials is on the average is right. This correlates with the findings of Gokalp (2016) that pre-service teachers hold the right belief towards the use of instructional materials

The third research question investigated attitude of pre-service teachers towards classroom management in the course of teaching practice exercise. The findings revealed that averagely the attitude of pre-service teachers towards classroom management is positive. This result agrees with the findings of Gokalp (2016) that pre-service teachers have a positive attitude towards classroom management. Classroom management is very important to all teachers from novice to experienced teachers because teacher who are able to manage their students effectively show great joy and confident in teaching and hence may contribute to better students' achievement (Rosilawati, 2013),

The hypothesis which states that there is no significant difference in the preview of male and female pre-service teachers in the context of their forming attitude towards teaching profession during their training in the study area was rejected. The value of standard deviation of male and female revealed the homogeneity of values clustering around the mean values. The mean value of females' pre-service teacher is higher than the mean of males' pre-service teacher towards teaching in the context of their forming attitude. The implication of this is that females have good forming attitude to teaching than the males. The result is consistent also with Aliyu and Ado (2015) that females had a favourable attitude to teaching than males.

The hypothesis which states that is no significant difference in the attitude of science and non-science pre-service teachers towards teaching profession was rejected. The result of the findings revealed that there is statistically significant difference in the attitude towards teaching profession between the science based and non-science pre-service teachers. This is consistent with the findings of Parylo, Sungu & Ilgan (2015) that student teachers with a background in Social sciences have higher attitudes toward teaching than those with background in natural and applied sciences. This is in contrast to Aliyu and Ado (2015) that there is no statistically significant difference in the prospective teachers' attitude towards the teaching profession between the science based and non-science based.

Conclusion

In conclusion, the pre-service teachers had premonition of unreasonable honour, poor working conditions, and low social status associated with teaching profession. These are probable reasons why teaching is not attractive. In the overall pre-service teachers had a positive forming attitude towards teaching profession, the use of instructional materials and classroom management on average level. The levels of measured attitude should be positively higher than what were obtained in the study but if the suggestion below is properly followed the better and welcoming the teaching profession for the male and females and all categories of students in different programmes.

Recommendations

Based on the findings of the study, the following recommendations have been made:

1. Some of the factors discouraging pre-service teachers from joining the teaching profession are low social status, unreasonable remuneration, poor working environment and little or no honour given to teachers as indicated some of the items in Table 1. This can be overcome if the government at all levels can improve the welfare package of teachers in Nigeria schools. As this will motivate more youth to yearn for teaching.
2. Admission seekers into the Faculty of Education should be interviewed on their attitude towards teaching profession before given admission. This will not be easy but will help limit the uninterested students. Also, students not interested in the teaching profession should be allowed to cross to other departments so not produce large number of graduates that will not continue in profession.
3. Teacher educators should evaluate the attitude of pre-service teachers periodically and take into consideration the factors that influence negative attitude and strategies should be adopted to influence the attitude of pre-service teachers positively to embrace teaching profession. This could be achieved to assess the pre-service teachers either annually or bi-annually on their expectations towards teaching and learning experiences.

Limitations to the study

The study was carried out when Pre-service teachers in both Universities were writing semester examinations. So, there was a challenge of reaching more students.

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