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Nigerian Journal of Clinical and Counselling Psychology

Information for Authors

The Nigerian Journal of Clinical and Counselling Psychology is concerned with the psychological, social, behavioural, medical, paediatric and ethical aspects of the applied field of clinical and counselling psychology. The journal publishes contributions of research, clinical, counselling and theoretical interest. Contributions from other disciplines, which have a close bearing on psychology for example, psychiatry, sociology, social work, nursing and educational issues are, however, encouraged. Although primary emphasis is placed on empirical research, the journal also welcomes articles concerned with important clinical, theoretical and methodological issues, as well as reviews of relevant literature. Book reviews, summaries of proceedings of important national and international workshops, conferences and symposia falling within the aims of the journal will also be featured. The journal is non-racial and non-political and does not discriminate on grounds of religion and sex. It is published twice a year, in May and November.

Prospective contributors should take particular note of the following details:

- (1) The entire manuscript, which includes the title page, abstract, and key words, text, tables, figures and legends, should be typewritten on A4 size paper, double-spaced. Manuscript length should not normally exceed 20 pages.
- (2) A concise abstract of not more than 150 words should be included.
- (3) Authors should follow the reference and citation styles as prescribed in the publication manual of the American Psychological Association (APA).
- (4) Each article submitted for consideration must be accompanied with non-refundable reviewer's fee of ₦5, 000 in cash or bank draft.

- (5) Neither the Editors nor the Editorial Board members shall be liable for any article(s) lost in transit.

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From the Editor

The Nigerian Journal of Clinical and Counselling Psychology in this 19th edition as usual and in keeping with the tradition, received scholarly articles from far and near. The articles assembled in this edition reflect profound research interests of scholars. These authors explored diverse research areas which included but not limited to retirement, poor academic performance, HIV/AIDS, exclusive breast feeding, and organisational efficacy.

NJCCP will continue to welcome scholarly manuscripts from researchers. It should be stressed that more than ever before, and to build on the existing standard of NJCCP, the Editorial Board has been strengthened with a view to addressing some recent challenges. For emphasis, NJCCP is a peer-reviewed and encourages current and innovative researches from behavioural sciences. Attention of the Editorial Board will also be focused on some specific innovations as would be reflected in the current edition. The deviation from the past in the current issue is the idea of having separate issues. This re-engineering is part of the process-change motivated by the need to ensure best practice in scholarship. Further strides in terms of Guest Editors would also be encouraged in future editions.

On behalf of the Editorial Board, I would like to assure all that we are in touch with realities and best tradition that govern reputable journals. Scholars are further encouraged to submit cutting-edge articles for consideration in NJCCP. Anything short of this is not welcome.

On a good note, I welcome Professors Adenike Emeke, Bayode Popoola, S.K. Balogun and Jonathan Osiki to the Editorial Board of NJCCP. Prof. Bayode Popoola is of the Department of Educational Foundations & Counselling, Obafemi Awolowo, University, Ile-Ife, while Profs. Adenike Emeke, S.K. Balogun and Jonathan Osiki are of the University of Ibadan. I do hope that these scholars would bring to bear their erudition and experiences to the tradition of excellence NJCCP is known for. I wish them all fruitful editorial deliberations and pray they enjoy every bit of it while it lasts.

Oyesoji Aremu, cf., jp

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Parental Career Value, Salary and Gender as Correlates of Students' Attitude towards Teaching Profession

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Abstract

This study investigated the topic student's attitude towards teaching profession and the role parental career value, salary and gender plays on their attitude. Six hundred Senior Secondary II students and their parents were selected through multi stage sampling technique. Three instruments were used for data collection: Students Teaching Profession Attitude Questionnaire ($r=0.72$), Salary and Incentive Scale ($r = 0.89$) and Parental career value scale ($r = 0.51$) validated using Cronbach Alpha Reliability Analysis. The data collected were analysed using descriptive statistics and multiple regression. Students' attitude towards teaching profession based on this study was found to be negative. Also the study revealed that parental career value, salary and gender jointly predict students' attitude towards teaching profession ($df = 3,471$, $F=88.267$, $p<0.05$). Subsequently when the relative contributions of the independent variables were investigated, only salary was the influential variable ($\beta=.600$, $t=16.262$, $p<0.05$), while parental career value and gender were not significantly influential. It was recommended based on the findings that government and other stakeholders should remunerate teachers with better salary to encourage young ones to have positive attitude to the profession and go into it later in life. Practicing teachers are equally advised to conduct themselves in manner befitting their professional ethics and

maintain highest standard so as to portray a good image of the profession both to the students and the entire society.

Key Words: Parental career value, Salary, Gender, Attitude towards teaching profession

Keywords: Parental care value, Studied attitude, Teaching profession.

Background

Teaching which is among the oldest profession in the world, is the act of giving instruction that can lead to a marked change in the behaviour of an individual. Fakoya (2009) defined teaching as a cluster of activities such as explaining, deducing, questioning, motivating, taking attendance, keeping records of students progress and students background information. Teaching involves impacting veritable fact and beliefs, it encourages students participation and enables them to express their own views about an issue. Thus the business of teacher is to help students to achieve higher standards of knowledge, ability, skill and moral character. Hence the National Policy on Education (NPE, 2004) states that no nation can rise above the quality of her teachers. Despite the noble role of teaching to national development, many researchers have identified factors that have the potentials to militate against students' attitude to the profession, such as parental career value, gender and salary.

The society today has little or no value for those in teaching profession because of their poor salary compared with those in Law, Medicine, Engineering, Accounting, etc. The profession is seen as a stepping stone to other professions (Stoke & Tyler, 2003; Musgrave, 1982). Salary can be a factor that can affect students attitude to teaching profession (Adelabu, 2005). Ige, Toyobo and Oyegoke (2011) opined that if salaries are high, many students will have positive attitude towards the profession. Nwanchukwu (2003) opined that parents set occupational standards for their children which favours professions which attract better pay package and prestige, thereby discouraging most students who naturally have flair to teach from going into teaching profession, since their parents are not in support of their

career choice. Also, gender was seen as a factor affecting students liking for teaching profession. Abu-Dabat(2010), Odeleye(1984), and Majaşan (1995) submitted that most female students like teaching because they feel that the profession affords them ample time with their families, while most male students do not like teaching.

Subsequently, if Nigeria presents educational system which is designed to meet progressive nations of the world like Japan, United States of America, Great Britain and others, lack adequate, well motivated and trained personnel to execute the act of teaching, where can the country get to. No matter how good the present educational policy may sound, it may never bring the required social, economical and technological changes without competent teachers. Hence this study sought to investigate factors (parental career value, salary incentive and gender) influencing students attitude towards teaching profession as a choice of career.

Statement of the Problem

This study sought to find out students attitude towards teaching profession. It is also aimed at finding out empirically how parental career value, gender and salary predicts students attitude towards teaching profession.

Research Questions

1. What are student's attitudes towards teaching profession?
2. What is the degree of variance in student's attitude towards teaching profession accounted for by parental career values, salary and gender?
3. What is the relative contribution of parental career values, salary and gender on the prediction of student's attitude towards teaching profession?

Methodology

Research design

The study is a survey type that adopted a correlational approach.

Sample

The sample for the study was obtained using multi-staged sampling technique. From the twenty five Local Government Areas (LGAs) in Delta state, five LGA were randomly selected. Four schools were randomly selected from each of the five LGAs. Finally thirty SS II students were randomly selected from each school. Six hundred SS II students and six hundred parents of the selected students were therefore used for the study. The distribution of the sampled students is presented in Table 1

Table: The distribution of the study sample by LGA in Delta State.

S/N	LGA Sampled	No of Schools Sampled	No of students sampled	No of Parents Sampled
1	Udu	4	20	120
2	Warri South	4	20	120
3	Isoko North	4	20	120
4	Uvwie	4	20	120
5	Patani	4	20	120
	Total	20	200	600

Source: Field Survey, 2011.

Instrumentation

Three instruments were used for data collection in this study namely:

1. Students Teaching Profession Attitude Questionnaire (STPAQ)
2. Salary and Incentive Scale (SIC)
3. Parental Career Value Scale (PCVS)

Students Teaching Profession Attitude Questionnaire (STPAQ)

The instrument was constructed by the researchers using four options like Likert format ranging from (Strongly Agree, Agree, Disagree to Strongly Disagree). The instrument was divided into two sections, section A elicited information on

demographic variables, and section B comprised items on attitude towards teaching profession. The instrument was pilot tested on 60 students that shared similar characteristics with the actual sample for the study. The reliability and validity determined using Internal Consistency (Cronbach Alpha) which produced $r = 0.72$.

Salary and Incentive Scale (SIS)

Salary and Incentive Questionnaire was also developed by the researchers using Likert format ranging from (Strongly Agree, Agree, Disagree to Strongly Disagree). The instrument has two sections. Section A elicited information on demographic variables and section B comprised items on salary and incentive for teachers. The instrument was pilot tested on 60 respondents (students) that have similar characteristics to the actual sample. The reliability and validity determined using Internal Consistency (Cronbach Alpha) for the questionnaire was 0.89.

Parental Career Value Scale (PCVS)

Parental Career Value Scale (PCVS) developed by the researchers has two sections. Sections A elicited information on demographic variables and section B comprised 10 major profession (teaching inclusive) out of which parents were requested to rank based on the value attached to each. The rank each parent gave to teaching profession among other profession was used to compute career value for teaching. The reliability coefficient estimated on the scale using Cronbach alpha approach was 0.51.

Data Collection

The researchers administered the instruments directly with the help of research assistants on the respondents on each of the sampled schools, while the students took their parents questionnaires home which were returned the next day. Due to the challenge associated with retrieving filling instrument by the parents, 475 complete sets instruments used for the study were retrieved.

Data Analysis

Descriptive statistics (frequency counts, percentages, mean and Standard Deviation) and multiple regression were used to analyze the data collected for this study.

Results

Research Question One

What are the students' attitudes towards teaching profession?

Table 2: Mean Rating of Parental Career Value, Salary and Gender on Students Attitude towards Teaching Profession.

S/N	Students attitude towards teaching	Agree %	Disagree %	Mean	SD
1	I like teaching because it gives me pleasure	276 (58.1)	199 (41.9)	2.66	1.030
2	Teachers are calculative in nature	319 (67.2)	156 (32.8)	2.13	.1961
3	I like teaching because it gives me opportunity to do other activities	333 (70.1)	142 (29.9)	2.93	.984
4	I like teaching because it is not stressful	97 (20.4)	378 (79.6)	1.90	.923
5	I like teaching because it is my dream course	97 (20.4)	378 (79.6)	1.76	.951
6	I don't like teaching because teachers are not paid well like those in other professions	166 (34.9)	309 (65.1)	2.86	1.089
7	I don't like teaching because it makes one to be strict	288 (60.6)	187 (39.4)	2.25	1.010
8	I don't like teaching because my parents say the profession has no social value	396 (83.4)	79 (16.6)	1.80	.884
9	I don't like teaching because they have poor dress sense	280 (58.9)	195 (41.1)	2.33	1.102
10	I dislike teaching because their work environment and infrastructure are in	274 (57.7)	201 (42.3)	2.35	1.048

	bad condition				
11	I dislike teaching because it has limited career prospect like other profession	216 (45.5)	259 (54.5)	2.60	.981
12	I don't like teaching profession because my parents say it is a profession for never do wells	390 (82.1)	85 (17.9)	1.82	.891
13	I like teaching because it gives me room to develop oneself	412 (86.7)	63 (13.3)	3.36	.837
14	I dislike teaching because the profession is full of frustration	374 (78.7)	101 (21.2)	1.86	.951
15	I hate teaching profession because it is full of repetitive activities	266 (56.0)	209 (44.0)	2.41	1.038
16	I hate teaching because it is seen as last resort.	346 (72.8)	129 (27.2)	1.96	1.000
17	I like teaching and will read a course related to teaching	180 (37.9)	295 (62.1)	2.22	1.075
18	I like teaching because teacher are good trainers of other professionals	439 (92.4)	36 (7.6)	3.59	.686
19	I like teaching because it gives me room to relax	257 (54.1)	218 (45.9)	2.56	1.054
20	I like to teach because teaching makes one think logically	437 (92.0)	38 (8.0)	3.39	.719
21	I dislike teaching because it does not give room for challenges	341 (71.8)	134 (28.2)	2.03	.985
22	I dislike teaching because teachers always receives insult from parents	202 (42.5)	273 (57.5)	2.67	1.080
23	I dislike teaching because teachers do receive blame always	198 (41.7)	277 (58.3)	2.63	1.086

	from government			
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Table 2. Shows frequency counts of students' responses on their attitude towards teaching profession. Strongly agree and agree were collapsed to agree, while disagree and strongly disagree were collapsed to disagree. Thus (2.50) was set as bench mark for positive students' attitude towards teaching profession. Considering the mean cut off score of 2.50 and above which was used as a yardstick for classifying their responses that ranges from 1.76 to 3.59 into favourable and unfavourable attitude towards teaching profession about 43% of the respondents responded positively to 10 of the 23 items, while 57% respondents responded negatively to 14 of the 23 items. Thus the study reveals that students have negative attitude towards teaching profession.

Research Question Two:

What is the degree of variance in student's attitude towards teaching profession accounted for by parental career values, salary and gender?

Table 3: Multiple Regression Summary and ANOVA of Parental Career Value, Salary and Gender on Students Attitude towards Teaching Profession.

Parameter	Value
R	=.600
R Square	=.360
Adjusted R Square	=.356
Standard Error of Estimate	=5.71854

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	8659.433	3	2886.478	88.267	.000*
Residual	15402.512	471	32.702		
Total	24061.945	474			

* = Significant at $P \leq 0.05$

Table 3. Shows that the multiple correlation coefficient (R) indicating the relationship between the independent variables (parental career value, salary and gender) and dependent variable (students' attitude towards teaching profession) was 0.60 while the adjusted R squared was 0.356. This shows that 35.6% of the total variances in student attitude towards teaching profession can be explained by the combined influence of parental career value, salary and gender that was built into the regression model. Further verification of significance using Regression ANOVA produced $F_{(3,471)} = 88.267$, $P \leq 0.05$. This implies that the magnitude of the relationship between students' attitude towards teaching profession and the predictors is statistically significant at 0.05 alpha level.

Research Question Three

What are the relative contributions of parental career values, salary and gender to the students' attitude towards teaching profession?

Table 3: Relative Contribution of parental career value, salary and gender to student's attitude towards teaching profession.

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
Constant	33.222	1.748		19.010	.000
Parental career value	-.033	.102	-.012	-.324	.746
salary	1.850	.114	.600	16.262	.000
gender	-.012	.531	-.001	-.023	.982

= Significant at $P \leq 0.05$

Table 3: shows that out of the three predictor variables, only salary had significant contribution ($\beta = .600$, $t = 16.262$, $P < 0.05$) to students attitude towards teaching profession while parental career value ($\beta = -.012$, $t = -.324$, $P > 0.05$) and gender ($\beta = -.001$, $t = -.023$, $P > 0.05$) had no significant contribution to the criterion variable.

Discussion

It is deduced from this study that many students have negative attitude towards teaching profession. Students uphold the fact that teaching profession is characterized by poor working environment, limited career prospect, low prestige, last resort syndrome for people who are not intelligent. This findings confirms that of Stoke and Tyler (2003). In their study, they discovered that out of the 80 students interviewed in the focus group, 18 (seven boys and 11 girls) considered teaching as a possible career. For most of these students, teaching was something they might consider after doing something else later in their working life. Teaching was seen as something to fall back on when their original chosen career could not work out. Adelabu(2003) also discovered that students exhibit negative attitude towards teaching profession and consequently found that salaries of teachers were low and facilities in most schools are inadequate as such students do not want to venture into teaching. On the contrary, research carried out by Odeleye (2011), on secondary students' attitude towards the teaching profession with 250 respondents in Nigeria Capital City (Abuja) found a positive attitude towards teaching as a profession. The reason for students negative attitude towards teaching could be adduced to, poor infrastructural conditions of most of our schools especially government owned schools.

It was also established in the study that when (parental career value, salary and gender) were combined, they all contributed significantly in predicting student's attitude towards teaching profession but when (parental career value, salary and gender) were relatively looked into, only salary was found to contribute to student's attitude towards teaching profession significantly. This finding corroborates that of Ige, Toyobo, and Oyegoke (2011), Adelabu(2003); and Luthans (1993). In these studies, salary was not only found to assist people to meet their basic needs but also instrumental in satisfying the higher level needs of people. This goes to show that monetary factors can change people's attitude about a phenomenon (teaching profession). The study reveals that gender does not affects students attitude towards teaching profession. This collaborates studies carried by Abu-Dabat (2010), which revealed that boys and girls were primarily

concerned about the function of the teacher rather than their gender, On the contrary Odeleye (1984), submitted that gender and personality factors could influence students' attitude towards a career. Parental value for teaching profession also did not affect student's attitude towards teaching profession. This finding is upheld by Omrod's (2004) finding in which parents were found not influencing students career choice. Rather, peer group influenced career choice. This negates the findings of Denga (1999), which opined that parents greatly influence their children's career choice.

Recommendations

Based on the findings of this study, the following recommendations are made

1. Government should renovate the infrastructure in the Schools, and provide basic amenities for schools in order to improve the image of teachers.
2. Government, policy makers, curriculum planners should encourage hard working teachers by promoting them as of when due
3. Disparity should not exist between salaries and incentives given to teachers and their counterparts in other profession.
4. Local and international training programmes and workshops should not be for so called teachers in the offices only but those that are actually on the field to boost their productivity
5. Finally, practicing teachers should equally conduct themselves in a manner befitting their professional ethics standard so as to portray a good image of the profession both to the students and the entire society, to attract students into the profession.

Conclusion

This study made use of students and their parents from Delta state only. Attempt should be made by other researchers to replicate this study by involving students and their parents from other geo political zones of Nigeria. In addition teacher's attitude towards teaching profession should be looked into by other researchers. However if government and relevant stakeholders in education should increase teachers welfare

package and renovate the school environment students negative attitude towards teaching profession will be change for better.

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