

**THE PERCEPTION AND ATTITUDE OF EDUCATION STUDENTS TOWARDS
TEACHING PROFESSION**

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CERTIFICATION

This is to certify that this study was carried out by Malaika Dumkele Ezeh with Matriculation Number: EDU2102297 in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin City. It is adequate in scope and quality for the partial fulfillment for the award of the Degree of Bachelor of Arts (Ed) in History Education

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DEDICATION

To God, who gave me life and light, and whose favor saw me through every chapter and to my phenomenal Mother, and Pastor Chris Ebodiwe whose heart is my true home and whose unconditional support fueled every step of this final year.

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ABSTRACT

The purpose of this study was to examine the perception and attitude of education students towards teaching profession. Four research questions were raised to guide the study. The study employed a descriptive survey research design.

The population of this study consist of the entire students in History Education of the Department of Educational Foundations, Faculty of Education, University of Benin, Ugbowo Campus with a population of nine hundred and eight (908) students. A sample of 100 respondents were randomly selected and used in this study and they were drawn to represent the entire population. The Instrument for data collection in this study will be a structured questionnaire developed by the researcher titled "Perception and Attitude of Education Students Towards the Teaching Profession" (PAESTTPQ). The data collected were analyzed using mean (\bar{x}), standard deviation (SD) and percentage method.

The findings generally showed that the perception of education students towards the teaching profession is quite poor, the attitude of education students towards the teaching profession is poor or negative and the most prevalent factor influencing students' perception and attitude towards the teaching profession is low salary and poor remuneration. Based on the findings of the study, the researcher recommended that the Nigerian government and educational stakeholders should intensify efforts to rebrand and elevate the image of the teaching profession through public awareness campaigns, policy reforms, and national recognition programs. Also, the Nigerian government should review and increase teachers' salaries and allowances across all educational levels to ensure parity with other professional sectors. Regular and timely payment of salaries should also be enforced, as financial stability directly influences both motivation and commitment among teachers and prospective teachers.

CHAPTER ONE

INTRODUCTION

Background to the Study

The global claim that education is an effective instrument for the attainment of sustainable development in all human society today cannot be over-emphasized. Education is conceived as a powerful institution which is instrumental in bringing about the desired changes in the social and cultural life of any nation. It is an important instrument for enhancing national development, such development can be seen in the positive role's education plays in the socio-cultural, political, economic and human aspects of nation building. It fosters scientific and technological advancement which are the modern-day indices for national development. Therefore, education can be defined as the total process of human learning by which knowledge is imparted, faculties trained and skills developed (Urevbu, 1991 cited in Omorogieva, 2023). Education helps cushion high rate of literacy effect, emancipate the masses from the shackle of ignorance, equipping them with cognitive skills to induce development and make them aware politically, economically, socially and enable them produce and develop teaming human resources, producing caliber of personnel imbued with skills for productivity (Okemakido, 2020).

There is no doubt that education is a veritable means of progress for nations and individuals knowing that it plays an important role in the socio-economic development of a nation. Thus, government's world over commits huge investments to education projects

and programme in order to realize its intended benefits. Over the years, the study of Education as a course has made some notable impacts on the Nigerian society, especially in respect to economic growth and development of the nation. Consequently, Education programme in tertiary institutions in Nigeria ought to attract many students because of its laudable importance, but reverse seem to be the case in Nigeria tertiary institutions.

The whole process of education is shaped and molded by the human personality called the teacher. In the light of the National Policy on Education (2013), a teacher is a professionally trained individual who facilitates learning, models national values, and plays a central role in shaping the future of the nation through education. A teacher is recognized as a key agent in the educational system and is described in a way that emphasizes their role in national development and student formation. Ludwig-Hardman and Dunlap (2020) defined teacher as a professionally trained individual who not only imparts knowledge but attends to learners' needs, experiences, and feelings, making targeted interventions to facilitate learning.

Asogwa, (2023) frames a teacher as a technically and pedagogically trained individual, licensed, and responsible for managing the classroom to enhance student learning. Teachers constitute the most essential body of personnel within the educational system. They transmit accumulated knowledge of the present to generation upon generation and thus interpret this information with reference to the past with the view to modify the future. This responsibility is the professional role and duty of the teacher in the formal school setting. Thus, the teacher has the responsibility of translating

educational policies into practice and programmes into action. The roles of a teacher in the education process are central and multifaceted. A teacher is not just a transmitter of knowledge but also a facilitator, guide, mentor, and motivator. It is clear from the foregoing that the role of the teacher cannot be quantified, especially in the act of training personnel in various areas of workforce (Kolade, 2022).

On this premise, teachers' perception, attitude, willingness, motivation and above all, love for the teaching profession is vital for the realization of the goals of education. Perception is defined in Merriam-Webster's Online Dictionary (2009) as an understanding based on what is observed or thought. The perception that the teacher hold towards the teaching profession is extremely vital. Over time, teachers have different perceptions towards the teaching profession which could be as a result of the condition of service in the teaching profession or an aftermath of the respect accorded to the profession by the society. Clearly, whether or not the teaching profession would be valued or respected in our society could be determined by what teachers think and say about the profession. These perceptions would also determine the extent they (teachers) will put in their time or not which eventually could affect their behaviour, and everyday experiences (Oni, 2024).

Attitude of teachers towards the teaching profession is also very important. Attitude is a predisposition and an imaginary construct that represents an individual's likes or dislike. It can be a positive, negative or neutral disposition of a person to an objects or events. Based on one's attitude or feeling towards something, one is predisposed to behave in a particular way. Attitude towards an event is practically as

important as the event itself. Thus, teachers attitude towards their profession can lead to better input, understanding, enhance interest, self-confidence and optimum performance with positive outlook. In the light of the above, Ajimogo (2015) noted that the success of any programme in school lies on the attitude towards it. Thus, the way teachers perceive and behave will to a great extent, determine whether or not the teaching profession in Nigeria will be valued and respected.

Therefore, as much as it is important for the educational sector to have qualified teachers, it is also necessary to have teachers who are enthusiastic and willful who will help to promote educational system which seem to be almost at the dead point especially in Nigeria.

Statement of the Problem

Despite the vital role teachers play in national development, the teaching profession in Nigeria continues to suffer from declining prestige, poor remuneration, and inadequate professional support. These challenges have significantly shaped how education students, the future teachers perceive and relate to the profession. Many education students view teaching as a fallback option rather than a career of choice, often entering teacher-training programs due to limited admission opportunities in more 'prestigious' disciplines. This negative perception is further reinforced by societal attitudes that undervalue teachers and by government policies that fail to prioritize the welfare and professional growth of educators. Hence, it becomes disheartening that irrespective of the premium placed on educational courses, most students and a large

proportion of the society still feels that the programme is generally regarded as the form of education for the ungifted and under privilege children; and this perception seems to have contributed in no small measure on the attitude of students towards studying any educational course in higher institutions of learning.

The researcher being a student in one of the Department in Faculty of Education in University of Benin believes that students as well as parents' attitudinal disposition towards education programmes could have contributed to students' withdrawal or lack of interest in studying educational courses. From personal experience, the researcher is of the opinion that some students who are presently studying any educationally related course seem to be often coerced or forced into the programmes. In some cases, some students in Faculty of Education transfer from their course to other course of study that they feel reflect the social status of the family that they come from and some students believe that educational programmes are for the educationally disadvantaged students. Furthermore, the researcher equally states that on several occasion, his friend studying other course such as Law, Medicine, Engineering among others have made scorn at her for studying a course related to Education. She maintains that sometime, her peers have asked her to withdraw and re-enroll for JAMB just to be admitted to other courses which they perceive is good.

Consequently, a growing number of education students approach the teaching profession with low morale, poor commitment, or intentions to abandon it after graduation. This raises serious concerns about the quality and sustainability of education

in Nigeria. Understanding these perceptions and attitudes is therefore critical to informing reforms that can improve teacher motivation, retention, and the overall image of the teaching profession. From the foregoing, this research is geared towards examining the perception and attitude of education students towards teaching profession

Purpose of the Study

The goal of this study is to examine the perception and attitude of education students towards teaching profession, in specific terms, the study seeks to:

1. determine the perception of education students holds towards the teaching profession
2. ascertain the attitude of education students towards the teaching profession
3. determine the most prevalent factors influencing students' perception and attitude towards the teaching profession
4. examine if there is a relationship between the perception and attitude of education students towards teaching profession and students' entry into the study of education

Research Questions

The following research questions have been raised to guide the study. They are

1. What is the perception of education students towards the teaching profession?
2. What is the attitude of education students towards the teaching profession?
3. What are the most prevalent factors influencing students' perception and attitude towards the teaching profession

4. Is there a relationship between the perception and attitude of education students towards teaching profession and student's entry into the study of education?

Hypotheses

Research questions four to five were hypothesized and will be tested at 0.05 level of significance

1. Is there a relationship between the perception and attitude of education students towards teaching profession and student's entry into the study of education?

Significance of the Study

This study holds great significance for various stakeholders in the education sector, particularly in the Nigerian context, where the teaching profession is grappling with issues of low prestige, poor motivation, and dwindling interest among prospective teachers. The outcomes of this research will provide relevant insights to help stakeholders address the root causes of these challenges and make informed decisions for improvement

Findings from this study will provide evidence-based data to Education Policy Makers (e.g., Ministry of Education, NCCE, NUC) on how future teachers perceive the profession. Understanding their attitudes and motivations will help in designing better teacher education policies, admission strategies, and professional development programs. Inform curriculum reviews for Colleges of Education and Faculties of Education to better

prepare students both mentally and professionally and guide the introduction of incentives that can restore dignity and motivation to the teaching profession in Nigeria.

The findings from this study will be beneficial to teacher training institutions such as Colleges of Education, Universities among others. These institutions will benefit by: Identifying gaps in students' orientation and professional preparation. Reevaluating their academic and support systems to make teaching more appealing and respected among their students. Developing strategic guidance and mentorship programs that can reshape negative perceptions and improve commitment to the profession.

Also, the findings from this study will be of immense benefit to practicing teachers and professional bodies such as Teacher Registration Council of Nigeria in understanding how future teachers view the profession allows practicing educators and professional bodies to rebrand and advocate for the profession more effectively. Provide mentorship, professional support, and orientation programs that bridge the gap between theory and real classroom expectations and work toward building a stronger sense of professional identity among student teachers.

In addition, the findings from this study will help Education students become more self-aware of their motivations and expectations concerning teaching. Challenge negative mindsets and inspire more students to embrace the profession with pride and purpose and influence their choices and commitment to lifelong teaching careers. Moreover, findings from this study will educate the public on the impact of societal attitudes toward teaching and how it influences students' career choices and encourages

more positive societal valuation of teachers, which in turn can improve the confidence and morale of aspiring educators.

Finally, the findings from this study will be a reference for future studies exploring teacher motivation, education reforms, or comparative professional attitudes and serve as foundation for deeper qualitative or longitudinal research

Scope/Delimitation of the Study

This study is focused on examining the perception and attitude of education students towards the teaching profession. The study will be delimited to students studying education in the Department of Educational Foundations, Faculty of Education, University of Benin, Ugbowo campus.

Definition of Terms

The following terms are defined as used in the study

Attitude: This is a learning predisposition to react constantly in a given manner, either positively or negatively towards certain persons, objects or concepts. it refers to the behaviour of a person towards something

Education students: These are undergraduates in the Faculty of Education who are studying any of the Educational related course

Perception- it refers to the thinking, understanding, meaning, views or opinions attached to an activity, program or a situation through ones' cognition. It is also defined as the process by which people translate sensory impressions into a coherent and unified view

of the world around them, though it may sometimes be based on incomplete and unverified (or unreliable) information.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, the review of related literature was discussed under the following sub-headings:

- Concept of Teaching
- The Role of the Teacher in the Teaching–Learning Process
- Teaching as a Profession
- Teacher Education Programme in Nigeria
- History Education
- History Education Students' Perception Towards the Teaching Profession in Nigeria
- Attitude of History Education Students towards the Teaching Profession in Nigeria
- Perception and Attitude of History Education Students towards Teaching Profession as Determinant of Students Entry into the Study of Education
- Summary of Reviewed Literature

Concept of Teaching

When a person imparts information or skills to another, it is common to describe the action as teaching. Imparting may mean to share experiences or communicating information, for instance, lecture. Teaching is regarded as both an art and science. As an art, it lays stress on the imaginative and artistic abilities of the teacher in creating a

worthwhile situation in the classroom to enable students to learn. As a science, it sheds light on the logical, mechanical, or procedural steps to be followed to attain an effective achievement of goals. Different educationists hold different ideas regarding the concept of teaching. "Teaching is intimate contact between a more mature personality and a less mature one which designed to further the education of the latter Teaching is a set of events, outside the learners which are designed to support internal process of learning. Teaching (Instruction) is outside the learner. Learning is internal to learners. You cannot motivate others if you are not self-motivated. Motives are not seen, but behaviors are seen. Is learning a motive or behavior? Learning is both a motive and behavior but only behavior is seen, learning is internal, performance is external. (Afzal -Sayed, 2021) Teaching is the arrangement and manipulation of a situation in which there are gaps or obstructions which an individual will seek to overcome and from which he will learn in the course of doing so.

According to Eggen and Kauchak (2016), teaching is a deliberate and systematic process that facilitates learning, development, and the acquisition of knowledge, skills, values, and attitudes. It involves the interaction between a teacher and learners, where the teacher employs various methods and strategies to guide students toward understanding and applying what they learn. Teaching is not merely about transmitting information, but also about inspiring critical thinking, fostering curiosity, and promoting independent learning Teaching is a form interpersonal influence aimed at changing the behaviour potential another person". Teaching can be formal, as in classroom instruction, or

informal, such as mentoring or guiding someone outside a structured environment. It spans a variety of settings, including schools, universities, workplaces, and online platforms. The effectiveness of teaching depends on several factors, including the teacher's subject knowledge, pedagogical skills, communication abilities, and the ability to adapt to learners' diverse needs

Teaching is a system of actions involving an agent, an end in view and a situation including two sets of factors those over which the agent has no control (class size, characteristics of pupils, physical facilities, etc.) and those which he can modify (such as techniques and strategies of teaching. Teaching, at its core, is the intentional process of facilitating learning. It involves guiding individuals to acquire knowledge, skills, and attitudes through various methods, including instruction, interaction, and the creation of learning environments. It's a complex human activity that is both an art and a science, requiring a deep understanding of subject matter, pedagogical principles, and the individual needs of learners (Marzano, 2019).

Characteristics of Teaching

Teaching is a multifaceted process with several key characteristics that define its nature and effectiveness. These characteristics help distinguish teaching from other forms of communication or interaction. Below are some of the major characteristics of teaching:

1. **Purposeful and Goal-Oriented:** Teaching is always directed toward specific educational goals, such as the development of knowledge, skills, attitudes, and

values. It aims to bring about desired changes in the learner's behavior or understanding (Eggen & Kauchak, 2016).

2. **Interactive Process:** Teaching involves a dynamic interaction between the teacher and learners. Effective teaching requires active participation, feedback, and communication, making it a two-way process rather than a one-sided delivery of information (Joyce, Weil, & Calhoun, 2015).
3. **Planned and Systematic:** Teaching is a deliberate activity that involves planning and organization. Teachers use lesson plans, teaching aids, and instructional strategies to ensure structured delivery of content and achievement of learning outcomes
4. **Adaptive and Flexible:** Good teaching is responsive to the individual needs, abilities, and learning styles of students. Teachers must adjust their methods and pace based on the learners' feedback and progress
5. **Influence-Oriented:** Teaching is not only about transferring information but also about influencing learners' attitudes, behavior, and critical thinking. It plays a vital role in shaping students' character and personality.
6. **Facilitates Learning:** Teaching is fundamentally a means to promote learning. Its success is measured by how well it helps students understand, apply, and retain new knowledge or skills (Iyere, 2021).
7. **Ethical and Professional:** Teaching involves professional ethics, including fairness, respect, responsibility, and a commitment to the welfare of students.

Teachers serve as role models and are expected to uphold high moral standards (Loughran, 2010).

8. **Continuous and Lifelong:** Teaching is not a one-time act but a continuous process that evolves with time, experience, and research. Teachers also engage in lifelong learning to improve their practice and adapt to changing educational contexts.

The Role of the Teacher in the Teaching–Learning Process

The teacher according to Eggen and Kauchak (2016) plays a central and dynamic role in the teaching–learning process. Far beyond simply delivering content, the teacher acts as a facilitator, guide, motivator, evaluator, and role model. Effective teaching depends largely on how well the teacher manages and enhances the learning environment, interacts with students, and adapts instructional strategies to meet diverse learner needs.

1. **Facilitator of Learning:** In modern educational theory, the teacher is seen not just as a transmitter of knowledge, but as a facilitator who guides students toward constructing their own understanding. Through questioning, discussion, and activities, the teacher encourages learners to think critically and solve problems independently. This constructivist approach empowers learners and fosters deeper engagement.
2. **Planner and Organizer:** A teacher designs and organizes learning experiences based on curriculum goals, student needs, and available resources. This includes

planning lessons, selecting appropriate teaching methods, and using instructional materials to support different learning styles

3. **Motivator and Inspirer:** Teachers play a crucial role in inspiring students to learn. By creating a positive, inclusive classroom climate and showing enthusiasm for the subject matter, teachers can boost students' motivation and confidence (Slavin, 2018).
4. **Evaluator and Assessor:** Assessment is a key component of the teaching-learning process. Teachers use both formative and summative assessments to measure student progress, provide feedback, and adjust instruction accordingly. This helps ensure learning objectives are being met
5. **Model of Values and Behavior:** Teachers influence students not only academically but also morally and socially. They model behaviors such as honesty, empathy, punctuality, and responsibility, helping shape students' attitudes and character
6. **Counselor and Supporter:** In addition to academic instruction, teachers often provide emotional and social support. They recognize individual student challenges and help guide them through personal or academic difficulties

Teaching as a Profession

The teaching profession is one of the oldest and most essential careers in society. It involves the process of imparting knowledge, skills, values, and attitudes to learners with the goal of fostering intellectual and personal growth. Teachers serve as guides,

mentors, facilitators, and role models, helping students not only to understand subject content but also to become responsible and capable individuals in society. The teaching profession is governed by a strong sense of ethics and professional conduct. Teachers are expected to demonstrate fairness, respect, honesty, and a commitment to the well-being and development of their students. Most countries have professional teaching standards that guide conduct, accountability, and continuous improvement (UNESCO, 2016). Teaching as a profession refers to the specialized, skilled, and ethically guided practice of educating learners through structured and intentional instruction. Like other recognized professions such as law, medicine, and engineering, teaching is grounded in a body of knowledge, professional standards, and a code of ethics. It requires formal training, practical experience, and continuous professional development.

In Nigeria, teaching is officially recognized as a regulated profession. Teachers are required to meet certain educational qualifications and be registered with the Teachers Registration Council of Nigeria (TRCN), a body established to professionalize and standardize teaching. According to the TRCN Act No. 31 of 1993, it is illegal for individuals to practice as teachers in Nigeria without registration and certification by the council (TRCN, 1993). This registration process includes qualification verification and, in some cases, passing the Professional Qualifying Examination (PQE).

Teacher Education Programme in Nigeria

Teacher education is a series of complex and complete procedure of preparing individuals whose work is imparting knowledge to other individuals with the aim of

contributing to national development. Teacher education therefore refers to the government policies and educational practices designed to equip prospective teachers with the knowledge, attitudes and skills that enable them perform their duties effectively in the classroom, school and wider society. Teacher education in Nigeria refers to the structured training and preparation of individuals to become qualified and competent teachers in pre-primary, primary, secondary, and tertiary educational institutions. It is a vital component of national development, as the quality of teachers significantly influences the quality of education. The National Policy on Education (FRN, 2013) emphasizes the importance of teacher education, stating that "no education can rise above the quality of its teachers." Therefore, Nigeria has developed various teacher education programmes aimed at producing professionally trained and certified teachers.

The earliest curriculum for the early teacher training consisted of subjects like; English, Arithmetic, Writing, Geography, Hygiene, General Studies, Geometry, Agriculture, Nature Study, Local Languages. The Ashby commission report however observed a lot of anomalies in the then colonial education in Nigeria, including Teacher Training that was seen to be highly inadequate. Many teachers were un-certificated and improperly trained. This resulted in the recommendation for massive expansion of intermediate education for teachers aimed at upgrading the existing teaching force. This brought about the existence and emergence of Advanced Teachers Colleges, and which later metamorphosed into Colleges of Education. The first of these Advanced Teachers Colleges designed and established by the Federal Government, were meant to produce

well qualified non graduate teachers for secondary schools to replace the older well-established Grade II Teachers who were not qualified to perform the task. The scheme provided teachers with the NCE (Nigeria Certificate in Education), that are of good quality and the right quantity to meet the educational needs as at that time. The number of these colleges gradually increased to cater for expansions in demands for education and qualified teachers. These Colleges award the NCE certificate with some of them upgraded to award B. Ed degrees of affiliate Universities. The duration of the NCE is usually three years for the full-time students, while the part time students spend upwards to five years to complete their programme of studies. Universities established prior to independence, at independence and post-independence, also provided teacher education programmes. Established Faculties of Education and Institutes of Education in these Universities, Federal, State, Private and Military, also provided professional training for teachers. Teacher education in Nigeria is essential to the success of the country's education system. While significant progress has been made in standardizing and expanding training programmes, challenges remain in terms of funding, quality, and relevance. Continued reform and investment are needed to ensure Nigeria produces teachers who are competent, committed, and professionally prepared to meet the demands of modern classrooms (Amayanvbo, 2021).

Objectives of Teachers Education Programme in Nigeria

The National Policy on Education (NPE) is the document that states the philosophy of education in Nigeria. This document stated also the goals of other

components of the Nigerian educational system including teacher education. The policy gave the following as the goals of teacher education in Nigeria (FGN, 2004):

- a. Produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system (pre-primary, primary, secondary and tertiary)
- b. Develop the spirit of enquiry and creativity in teachers;
- c. Assist teachers fit into social life of the community and society at large and enhance their commitment to national goals;
- d. Provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations;
- e. Improve teachers' commitment to the teaching profession. The policy went further to state that: (a) all teachers in educational institutions shall be professionally trained. (b) teacher education shall be structured to equip teachers for the effective performance of their duties
- f. The minimum qualification for entry into teaching profession to be the Nigeria Certificate in Education (NCE).

History Education

The word History is derived from the Greek word historic meaning "an inquiry", 'a story', 'an investigation of man's past' (Molagus, 2017). History is an organized account of past events collected together through several methods such as written records, oral traditions Archaeology etc. History is an inquiry into the inevitable changes in human affairs in the ways these changes affect. Influences or determines the patterns of life in

the society. History is an attempt to re-think the past. Generally, history is the memory of human experience. In essence, people see history as the record of lives of the societies of man, all the changes which the societies have gone through, all the materials conditions which helped or hindered development and the conditions of the present as a guide for the future. There is no doubt, that the term, history means different things to different philosophers of history. (Ajayi, 2015).

History as a subject in Nigeria fall within the general art and has for a long time enjoyed a place in Nigeria's school curriculum especially in senior secondary level until it was banned by Nigeria's government in 2010 and re-introduced eventually in 2017 whilst being introduced to primary and junior secondary levels. Education at junior secondary school level is the bedrock and foundation for higher knowledge in senior secondary level and tertiary institutions. It is an investment as well as instruments for achieving technological, scientific, cultural, social and political developments. This is why the Federal Ministry of Education (2013) stipulated national policies for as an agent of national development that fosters individual development for further societal worth and development with equal opportunities for all. However, no nation can function academically, politically, culturally, socially and economically when her students lack knowledge about her past. It can be likened to a nation living without memories or brain hence the need for teaching and learning of History to be taken seriously as it has the capacity to destroy the country's younger generation and future workforce.

The teaching of history at both the secondary and university levels in Nigeria plays a crucial role in shaping national identity, fostering critical thinking, and preserving the country's rich cultural heritage. History provides students with a deeper understanding of Nigeria's past, including its pre-colonial civilizations, colonial experience, independence struggles, and post-independence developments. Despite its importance, the subject has experienced fluctuating levels of attention and support within the Nigerian educational system (Junaidu, 2017).

At the secondary level, history was once a key subject but suffered neglect for several years, especially after it was removed from the curriculum in 2009. However, following national outcry and growing concerns about the declining sense of historical consciousness among youths, the Nigerian government officially reintroduced history as a standalone subject in schools from the 2020/2021 academic session. This marked a renewed effort to instill a sense of patriotism and awareness of Nigeria's diverse cultural heritage. At the university level, history remains a recognized academic discipline, with many institutions offering it as a degree program. University history programs are more advanced and research-oriented, covering a wide range of themes from local histories to global perspectives. However, they face challenges such as underfunding, outdated teaching methods, and declining student interest (Adamu - Adamu, 2022).

On the submission of Audu (2014), the goal of teaching History is to help students develop integrated spiritual world through assimilation of the ethno-cultural, national and universal values that has been developed in the course of historical development and

giving them experiences in defining themselves in relation to those values. Similarly, teaching History in tertiary institutions helps students not to get lost in the journey of life by helping them become well informed due to its political, value, moral and religious connotations hence understanding the legacy of the past in the present and according it the respect it deserves (Animba, 2019). According to the National Policy on Education (NPE) 2013 of Nigeria, the teaching of history at the secondary and university levels aims to contribute to the broader educational objectives established for national development and citizenship. While the policy does not identify subject-specific aims for history alone, it articulates core aims of education that inherently apply to history as a discipline:

- 1. Inculcation of National Consciousness and Unity:** The policy emphasizes that education should foster a strong sense of **national identity**, unity, and cohesion among Nigeria's ethnically diverse citizenry. History education plays a vital role in achieving this by helping students understand shared cultural heritage, past struggles, and collective achievements
- 2. Development of Values, Attitudes, and Civic Responsibilities:** Education aims to instill values such as respect for individual dignity, moral conduct, and shared responsibility for societal well-being. Through historical narratives, students learn lessons on justice, democracy, and ethical leadership
- 3. Training the Mind and Critical Thinking:** One of the core goals is to cultivate intellectual abilities for understanding the world, including analytical thinking and

reasoning. In history, this translates to examining causes and effects, evaluating sources, interpreting evidence, and engaging in reflective thought

4. **Acquisition of Competencies and Skills for Societal Contribution:** The policy underscores equipping individuals with both mental and practical competencies. History helps build research skills, effective communication, and the capacity to apply historical insights to contemporary challenges—thus contributing to personal and national development

History Education Students' Perception towards the Teaching Profession in Nigeria

Perception is defined in Merriam-Webster's Online Dictionary (2009) as an "attitude or understanding based on what is observed or thought." Perception means perceiving, i.e., giving meaning to the environment around us. It can be defined as a process which involves seeing, receiving, selecting, organizing, interpreting and giving meaning to the environment. On the other hand, perception refers to the interpretation of sensory data. In other words, sensation involves detecting the presence of a stimulus whereas perception involves understanding what the stimulus means. For example, when we see something, the visual stimulus is the light energy reflected from the external world and the eye becomes the sensor. This visual image of the external thing becomes perception when it is interpreted in the visual cortex of the brain. Thus, visual perception refers to interpreting the image of the external world projected on the retina of the eye and constructing a model of the three-dimensional world." From the above explanation it becomes clear that perception is something more than sensation. It correlates, integrates

and comprehends diverse sensations and information from many organs of the body by means of which a person identifies things and objects.

Perception is determined by both physiological and psychological characteristics of the human being whereas sensation is conceived with only the physiological features. Thus, perception is not just what one sees with the eyes it is a much more complex process by which an individual selectively absorbs or assimilates the stimuli in the environment, cognitively organizes the perceived information in a specific fashion and then interprets the information to make an assessment about what is going on in one's environment. Perception is a subjective process; therefore, different people may perceive the same environment differently based on what particular aspects of the situation they choose to selectively absorb, how they organize this information and the manner in which they interpret it to obtain a grasp of the situation.

The perception of History education students towards the teaching profession is a critical area of research in Nigeria, particularly as it relates to the quality of future teachers and the sustainability of the education sector. Understanding how education students those training to become teachers view the profession provides insight into their motivation, commitment, and likelihood of staying in the field. However, the situation of teaching in Nigeria seems not taking its rightful position. An objective consideration of the condition of teaching as a career in the country Nigeria would really subject one to a doubting mind whether or not, teaching is a profession. The condition of service given to the teachers seems not commensurate with what is applicable to other professional

practitioners. This has to do with financial benefits and other non-financial emoluments. The government attitudes to issues that pertain to teachers and teaching processes are not encouraging. The society which they purport to serve is neither friendly with them. This is evident in the way they respond to teachers' yearnings and aspirations (Ajayi, and Ogunyemi, 2020). Little or no prestige is accorded teaching in Nigeria. Oftentimes, when secondary schools' students are asked of their desired career, hardly could any be found to desire becoming a teacher. They would rather prefer other careers which they considered to be professional like Medicine, Engineering, Accountancy, Banking and Finance, Marketing, Law and the like, based on their acceptability in the society. This presumes that they do not see teaching as a major profession like others. Most of the students who are in the Faculty of Education found themselves there just to gain admission into the University, without genuine interest in the education course they are pursuing.

Close observation and interaction with History students seem to reveal that the female students in the Faculty of Education fare better than their male counterpart in their view about teaching as a profession in Nigeria. Perhaps this is so because they consider themselves not as a major supplier of domestic provisions on the assumption that when they marry, their husband would take good care of them. Even, the working adults who come for degree programme in the Faculty of Education, otherwise referred to as Sandwich students, appear not to differ in their perception towards teaching as a profession in Nigeria. One would expect that they are running the programme so as to

become a professional teacher but this may be far from their true intention. Perhaps, their desire is just to become a degree holder and gain higher societal value. Education students' perceptions of the teaching profession in Nigeria are shaped by a complex mix of social, economic, institutional, and personal factors. While some students appreciate the social importance of the profession, many are deterred by its low status, poor remuneration, and limited professional advancement.

In Nigeria, the teaching profession is often perceived with mixed feelings. While it is viewed as essential to national development, it is also seen by many students as less prestigious or financially rewarding compared to other professions (Ofojebe & Ezugoh, 2010). Many education students enter teacher training programs not out of personal interest, but due to limited admission opportunities in other more "prestigious" courses (Ajayi & Ogunyemi, 2020). A study by Yusuf and Adigun (2020) found that a significant number of education students did not choose teaching as a first career choice. Instead, they often viewed it as a backup option due to job availability or admission constraints. This has implications for their long-term commitment and professional satisfaction.

Kayode-Olawoyin (2025) carried out a study focusing on History student-teachers at the University of Ibadan during their teaching practice revealed a complex picture of perceptions: Many reported positive experiences, particularly citing effective use of instructional materials (29.3% strongly agreed, 70.7% agreed) and preparation of fresh lesson notes for every class (82.9% strongly agreed). However, perceptions were varied and lacked consensus overall experiences differed, especially

concerning access to materials, school posting distances, and quality of supervision. Key challenges included students' limited background knowledge in History, poor learning environments, and inadequate oversight by supervising staff, all factors shaping ambivalent perceptions of the profession

Adedayo (2021) in his study investigated the perception of sandwich students about teaching as a profession in Nigeria. The sample comprised 296 sandwich students, selected using purposive random sampling techniques from Ekiti State University, Ado-Ekiti, Nigeria. The research instrument was a questionnaire. The findings from this study revealed that most of the sandwich students' perception of teaching as a profession in Nigeria is negative. While the incoming sandwich students perceived teaching as a profession negatively, the old students agreed that teaching is a profession in Nigeria. Surprisingly, it was found that students who are practicing teachers perceived teaching as a profession in Nigeria negatively contrarily to students who are non-practicing teachers. Audu and Egharavba (2016) investigated the perception and attitude of education students towards teaching as a profession, a case study of the University of Benin, Benin City. The descriptive survey research design was adopted. Results showed that the perception and attitude of education students toward teaching is not influenced by sex; parents had negative perception and attitude toward their children studying education; and students are not willing to take up teaching job because of low status, poor condition of service of teachers and negative perception of teaching profession by the society.

Attitude of History Education Students towards the Teaching Profession in Nigeria

Attitudes are predispositions which have developed through long and complex process. Mutinda (2005) defines the term, attitude as an organized predisposition to think, feel, perceive and behave towards a referent or cognitive object. This means that attitude does not exist outside a perceived object of consideration and this has been formed towards the object of reference. Eagly and Chaiken (2013) defined attitude as a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour. Eagly and Chaiken described attitude as an unobservable psychological construct which manifest itself in relevant beliefs, feelings and behavioural components. They assert that because attitude exists within the mind of the person, one must look for it in more observable realms.

Anasasi (2020) defined attitude as a tendency to react favourably or unfavourably towards a designed class of stimuli. It is evident that attitude cannot be directly observed, but must be inferred from observed behaviour, both verbal and non-verbal. Validya (2009) explains attitude as a condition of readiness for a certain type of activity. Attitudes held by individuals may be simple or complex, stable or unstable, temporary or permanent and superficial or fundamental. Judgments based upon insufficient facts are likely to yield wrong results and, thereby, develop biased attitudes. According to Ubom (2011) attitude is an individual perception and reaction to a task which is expected to be carried out or executed in a group, institution, school setting or an organization. Attitudes are not only learnt but can be changed, modified and developed throughout one's life. Attitudes can be changed and modified in a variety of ways. These are through direct

experience with the attitude object, through force or legislation, or through a person perceiving new information either from other people or through mass media that can produce changes in the cognitive component of the individual life.

Attitude can be said to be positive or high when individual response to the task or programme is favourable and when they show commitment to their duties. It can be negative or low when the students express a nonchalant response, with regard to what is expected of them in the given situation. It is difficult to describe and measure attitudes..For example, people may conceal their attitudes and express socially acceptable opinions. It is difficult to measure attitudes because people may not really know how they feel about a social issue, never having given the idea serious consideration or never having been confronted with a real situation. The formation of attitude is the belief that attitudes are acquired or learnt, just like any other habit. It is not inherited. As people acquire information and facts, they also acquire feelings and values associated with these facts. Learning process begins during childhood and continuous during adolescence. Once the attitudes are formed, the individual is no longer passive. He begins to process new information in terms of what he has learnt. He tends to reject inconsistent information and accept more readily information consistent with his attitude. Thus, well established attitude tends to be extremely resistant to change. Majority of the attitudes of the adolescent's child is formed or acquired from members of the family, as the child grows, contact with persons at a school and neighbours feed them with new and additional information that guides their attitude to object and persons.

The choice of profession is very vital to parents as well as to their children. Every normal child thinks of what to do for survival and how to make a meaningful contribution to the society. What children will be when they grow up has often been a matter of intense interest to parents and manpower planners. In the same way, it is a well-known fact that teachers are the key factors in education system and that their subject knowledge has an influence on students' learning in the classroom settings. The attitude of education students toward the teaching profession is a key determinant of their motivation, job satisfaction, and long-term commitment to the profession. In Nigeria, where the education system is under pressure due to shortages of qualified and committed teachers, understanding pre-service teachers' attitudes is critical. This literature review synthesizes five empirical studies on this topic to examine how education students perceive teaching, the factors influencing their attitudes, and the implications for policy and teacher education programs.

Anikweze Ojo and Maiyanga (2022) observed that no school leaver in Nigeria wants to be a teacher in view of the fact that teacher in Nigeria has been terribly and economically pauperized and emasculated. All these present the teacher as a poor, pitiable and helpless fellow in the society. Teaching has often been regarded, and generally referred as a profession. Profession, according to Enyi (2014), has to do with an occupation that has exclusive body of knowledge which are relevant to the society, and which members possess special skills and competencies acquired from training. The question is not only whether teaching is a profession but also does it enjoy the prestige of

professionalism as is seen in medicine, law, Engineering Accountancy and other professional field (Nwite, 2012). Ascribing a perfect professionalism to teaching will help boast the moral of the serving teachers as well as of the prospective teachers in that there would not be a bias mind to whether teaching is a profession or not. Lawyers, Engineers medical practitioners etc were made by teachers. In spite of the good work of teachers in the society, there is still a wide spread misconceptions towards teaching profession. The public look down on teachers and his profession. The word teacher and its related terms to the public signify abject poverty inferiority and social misfit (Okemakinde 2023). Teaching, according to Okemakinde (2013) is unskilled job meant for women, the old and the poor. Teachers on their own believed on this as they regard themselves as less privileged compared to other profession concluding that their reward is in heaven. This believes about teachers might contributes to some extent the negative attitude of students towards teaching profession

Uche and Omoike (2016) examined 300 education students at the University of Benin and found that while attitudes toward teaching were moderately positive, there were significant differences based on gender and level of study. Female students and those in final-year programs exhibited more favorable attitudes. The study highlighted that increased familiarity with teaching processes and anticipated job opportunities after graduation improved students' views of the profession. They recommended structured internships and public campaigns to rebrand the image of teaching in Nigeria. Ajayi and Ogunyemi (2020) conducted a survey of 300 education students across three universities

in Southwest Nigeria to explore their attitudes toward teaching. The study found that a majority (65%) did not choose teaching as their first career choice, and many viewed it as a “stepping stone” to other professions. However, students who had access to quality teaching practice and inspiring mentors during their training showed more positive attitudes. Ajayi & Ogunyemi (2020) concluded that practical exposure and role models play a major role in shaping students' attitudes toward teaching.

Kehinde and Ayeni (2017) investigated the perception of sandwich students about teaching as a profession in Nigeria. The sample comprised 296 sandwich students, selected using purposive random sampling techniques from Ekiti State University, Ado-Ekiti, Nigeria. The findings from this study revealed that most of the sandwich students' perception of teaching as a profession in Nigeria is negative. While the incoming sandwich students perceived teaching as a profession negatively, the old students agreed that teaching is a profession in Nigeria. Surprisingly, it was found that students who are practicing teachers perceived teaching as a profession in Nigeria negatively contrarily to students who are non-practicing teachers. Based on these findings, recommendations on ways of improving the perception of the students towards regarding teaching as a profession in Nigeria were made.

Egwu (2019) conducted to ascertain attitude of History students towards teaching profession in Faculty of Education, Ebonyi State University, Abakaliki. A sample of 300 students completed a 15-item questionnaire designed for the study the instrument was validated and the reliability calculated which was 0.92 using Pearson product moment

correlation co-efficient indicating that the instrument was reliable to collect data for the study. Mean scores were used to answer the research questions. The results of the study showed that students have negative attitude towards teaching profession, that teaching is a difficult task, and teachers are not well paid compared to other professions. On the basis of the findings, it was recommended, among others, that Government should adequately fund education, there should be improvement in teacher's salary and regular payment of salary and parent should encourage their children to study education courses determine the most prevalent factors influencing students' perception and attitude towards the teaching profession. Ogunyemi and Soyemi (2021) in their study of education students from two universities in Southwestern Nigeria, Ogunyemi and Soyemi examined both attitudes and motivations. Using a mixed-method approach, the authors found that although many students entered the profession due to limited admission opportunities, over time, positive experiences during training shifted their attitudes favorably. Students also cited job stability and opportunity to serve society as reasons for warming up to the profession.

The reviewed studies reveal that the attitude of education students toward teaching in Nigeria is mixed and dynamic. Although many students initially enter the field without strong motivation, their attitudes often improve through positive teaching practice experiences, professional mentorship, and exposure to the value of education. However, negative perceptions related to salary, status, and working conditions persist, particularly among male and early-stage students. Effective interventions such as career

counseling, policy reforms, and improvements in teacher welfare—are needed to enhance the attractiveness of teaching as a profession.

Factors Affecting History Education Students' Attitude and Perception Towards the Study of Education

A major factor influencing students' attitudes is society's negative perception of teaching as a low-status, low-income job. Many Nigerian students view teaching as a last-resort career due to poor remuneration and limited recognition (Uche & Omoike, 2016). This societal undervaluation discourages interest in education programs and undermines students' confidence in their chosen field. Uche and Omoike (2016) observed that negative public image leads to identity crises among education students, affecting their enthusiasm.

Societal perception plays a critical role in shaping students' attitudes, motivation, and commitment toward studying education courses in Nigerian universities. In Nigeria, teaching is often viewed as a low-status, underpaid, and less prestigious profession compared to careers in medicine, law, or engineering. This public perception significantly influences both the decision to pursue education as a course and the way students engage with it academically and emotionally. According to Ajayi and Ogunyemi (2020), over 60% of pre-service teachers in Nigerian universities selected education courses only after being denied entry into their preferred fields, primarily due to the low societal regard for teaching.

Akpan and Udofia (2020) observed that a large proportion of education students viewed teaching as a temporary option until better job opportunities arose. They Noted that even after completing their degrees, many students do not wish to enter the teaching field. This is largely due to the perception that teaching lacks social prestige, financial reward, and career growth. As a result, many education graduates seek employment in other sectors. Many students enter education courses not by preference but by default often due to lower admission requirements or inability to secure admission into more "prestigious" programs. This lack of initial interest is closely tied to the societal devaluation of teaching, which sees it as a backup plan rather than a career of first choice. Ofojebe and Ezugoh (220) noted that societal disdain for teaching has created a cycle of low interest and low quality in teacher training institutions. Due to persistent stigmatization of teaching, the education sector struggles to attract highly motivated and academically strong students. The profession is often seen as the "last resort," which affects the quality of future teachers and the overall educational system.

The family is the first place where the child learns the appropriate behaviors patterns, attitudes, and activities of female secondary school, and higher institutions are significantly influenced by distinctive youth culture found among them. Many of them left their homes as adolescent for secondary school where they lack parents' adequate cultural socialization to mix up with other youths, values, attitude and modes of behaviour. Significantly, most of these youth variables have considerable effects on their future vocational choices either positively or negatively. Researchers have continued to

research on the attitude of parents in different aspects of life, especially as it affects the education of their children. Parents have been said to play important roles in the prevention of overweight and obesity in children (Omonuwa, 2016).

Anthony (2018) reported that, the Nigerian society of our time, most parents regard Education courses as a form of education meant for academically backward people, and frown so well when their children are given admission to study any Education course in universities. Parents perceive that vocational education in schools is an important issue which provides opportunities for children to visit various places of work and grasp the need for a rapidly developing labour market (Alavi., 2023), yet, they also perceive that vocational education is not encouraging and that it has low status in terms of career parts and jobs. Odu (2021) added that parents perceive that vocational education attract and train students who possess low level of discipline, break tables and chairs, skip school, smoke, play truancy and engage in various social ills. The low economic returns associated with teaching in Nigeria also shape students' attitudes. Many students are deterred from actively engaging in education courses due to concerns about future financial instability. Compared to graduates in medicine, law, or engineering, education graduates face limited earning potential and career advancement (Ajayi & Ogunyemi, 2020). Ajayi and Ogunyemi (2020) found that economic insecurity was a key reason student reluctantly enrolled in education courses.

The outdated and theory-heavy nature of the education curriculum in some Nigerian universities has also been cited as a factor affecting student attitudes. When

courses lack practical application and are delivered using rigid or unengaging methods, students perceive education as unchallenging and uninspiring (Ogunyemi & Soyemi, 2021).

Ogunyemi and Soyemi (2021) highlighted that poor curriculum design reduces students' motivation and sense of relevance in education studies. Teaching methods have a direct and significant impact on the attitudes, motivation, engagement, and learning outcomes of students studying education courses in Nigerian universities. As future educators, these students not only learn course content but also model the teaching practices they experience. When teaching methods are ineffective, outdated, or overly theoretical, it negatively affects their academic performance and perception of the teaching profession.

One of the most critical challenges is the lack of instructional resources, such as up-to-date textbooks, educational technology tools, and well-equipped laboratories, which hampers the delivery of practical and theoretical components of teacher education (Nwagwu, 2004). Many faculties of education struggle with outdated curriculum content that does not reflect 21st-century pedagogical innovations, thereby limiting the competence of future teachers (Ogunyemi & Soyemi, 2021).

Inadequate lecturer-student ratio and poorly motivated academic staff further affect the quality of teaching. As highlighted by Ofojebe and Ezugoh (2010), insufficient funding often results in overcrowded classrooms, delayed promotions, and lack of continuous professional development, which reduce instructional effectiveness. In addition, the negative public image of the teaching profession leads to low enrollment of

passionate students and reduces student engagement (Ajayi & Ogunyemi, 2020). These factors collectively hinder the ability of universities to produce well-prepared, motivated educators.

Another challenge affecting the teaching of education courses in Nigerian universities is poor infrastructure and a lack of teaching aids. Most faculties of education face shortages in essential facilities such as classrooms, multimedia labs, libraries, and internet access. This deficiency undermines both theoretical and practical instruction. For example, many teacher education students are unable to access current educational technologies, which are critical for effective teaching in the 21st century.

As Nwagwu (2014) noted, the absence of functional teaching facilities in Nigerian universities compromises the delivery of quality education and prevents students from acquiring relevant skills for modern classroom settings. There is a critical shortage of qualified lecturers in many education faculties, especially in specialized fields like educational psychology, measurement and evaluation, and special education. Moreover, existing lecturers often face poor working conditions, irregular salaries, delayed promotions, and limited funding for professional development. These issues contribute to low morale and reduced teaching quality. Ofojebe and Ezugoh (2010) found that teacher motivation is directly related to instructional quality, and when lecturers are not properly incentivized, their effectiveness in the classroom declines significantly.

Many students who enroll in education programs do so not out of passion, but because they could not gain admission into more competitive fields like medicine,

engineering, or law. These students often show low levels of commitment, participation, and academic performance, which affects the quality of the learning environment and, ultimately, the teaching of education courses. Ajayi and Ogunyemi (2020) report that over 60% of education students in their study reluctantly chose the course, with many viewing teaching as a last-resort profession. This lack of intrinsic motivation reduces their engagement in coursework and practical teaching experiences.

The societal view of teaching as a low-status, low-reward profession discourages capable students from considering education as a serious career path. This perception also affects how students already in education courses value their training and future role as educators. As a result, this negative image influences both the supply and quality of future teachers. Uche and Omoike (2016) highlight that societal undervaluation of the teaching profession creates identity issues among education students, reducing their morale and willingness to actively participate in their training.

Perception and Attitude of Education Students towards Teaching Profession as Determinant of Students Entry into the Study of History Education in Nigeria

The study of education as a course in Nigerian institutions is central to the preparation of qualified teachers and education professionals responsible for driving the nation's educational goals. It involves theoretical, practical, and pedagogical training, equipping students with the knowledge, skills, and competencies needed for effective teaching, administration, and research within the educational sector. Education as a course in Nigerian institutions serves as the bedrock for teacher development and national

educational progress. While it suffers from negative perceptions and underfunding, reforms and certification processes are being implemented to improve its quality and attract more dedicated students.

The teaching profession in Nigeria, despite its centrality to national development, is often met with low public esteem and limited appeal among prospective university applicants. This situation is reflected in the perception and attitudes of education students, many of whom enter the field not out of genuine interest, but due to constraints such as low entry requirements or unavailability of preferred courses. As Ajayi and Ogunyemi (2020) note, the way education students perceive the teaching profession directly influences not only their motivation during training but also their decision to initially enter the study of education. This literature review synthesizes empirical and theoretical insights to explore how students' attitudes and perceptions impact entry into the field of education in Nigeria.

The perception and attitude of History education students toward the teaching profession significantly influence their decision to enroll in education programs in Nigeria. Research indicates that many Nigerian education students do not initially choose teaching as a preferred career path. Instead, they often opt for education courses due to limited admission spaces in more prestigious fields such as medicine, engineering, or law (Ajayi & Ogunyemi, 2020). This trend is largely shaped by a widespread societal belief that teaching is a low-status, low-income profession, which discourages high-achieving students from intentionally pursuing a career in education (Yusuf & Adigun, 2010).

Negative perceptions regarding the financial rewards, working conditions, and societal respect associated with teaching serve as barriers to attracting talented individuals to teacher training programs (Oyetunde & Adama, 2009). Furthermore, Uche and Omoike (2016) found that many education students expressed lukewarm attitudes towards the profession during their first and second years of study, largely because they did not willingly choose the program. This lack of intrinsic motivation often stems from how the profession is perceived by peers, parents, and the broader public. However, some studies highlight that these attitudes may shift positively over time, especially when students are exposed to quality training, mentorship, and rewarding teaching practice experiences (Ogunyemi & Soyemi, 2021). These experiences can foster a sense of purpose and improve professional self-concept, leading to a more favorable disposition toward teaching. Therefore, both perception and attitude play a dual role—not only do they affect initial entry into education programs, but they also shape long-term professional commitment.

A consistent finding across several empirical studies is that many students enter education programs by chance or necessity, not by deliberate choice. Yusuf and Adigun (2010) found that over 60% of education students surveyed in Kwara State indicated that they applied for education courses only after being denied admission into other competitive programs. This scenario suggests that perception and attitude play a significant gatekeeping role, students with negative views of teaching only enter education when alternatives are exhausted. Similarly, Ajayi and Ogunyemi (2020)

reported that in a study involving 300 preservice teachers in South-West Nigeria, most participants acknowledged that teaching was not their first career choice. The researchers emphasized that poor societal image, poor working conditions, and low financial rewards contributed to students' reluctance. This has implications for both the quality of entrants and their long-term professional commitment. The broader societal view of teaching as a "low-status" job has a profound effect on young people's attitudes. Families, peers, and communities often discourage students from pursuing teaching, viewing it as suitable only for those who are academically weak or financially constrained (Okebukola, 2020).

Ofojebe and Ezugoh (2010) observed that pre-service teachers frequently cite economic insecurity as a major factor in their ambivalence toward the profession. They expressed concern about the difficulty in achieving financial independence through teaching, which in turn made them question their choice of course. Students' attitudes play a crucial role in shaping their career choices, including the decision to enter education courses in Nigeria. Attitude, which encompasses beliefs, feelings, and behavioral intentions toward a particular object or profession, significantly affects motivation and decision-making (Oratokahia, 2021).

In the context of Nigeria, many students perceive the teaching profession as low-status, underpaid, and lacking in career progression, which directly contributes to reluctant or unintended enrollment in education programs. The perception of teaching as "non-lucrative" and less prestigious compared to professions like medicine, law, or engineering further reinforces these attitudes. According to Oyetunde and Adama (2009),

the negative public image of teachers in Nigeria contributes to students' disinterest in enrolling in education programs. This shows a clear link between attitude and course selection. Therefore, students' attitudes toward teaching, whether shaped by personal belief, societal values, or economic factors are a key determinant in their decision to enter (or avoid) education courses in Nigeria. If teaching is to attract motivated and committed candidates, it is essential to improve public perception and address the underlying issues that foster negative attitudes. Akpan and Udofia (2020) in a survey of education undergraduates in Akwa Ibom State, Akpan and Udofia found that students who perceived teaching as low-paying and unprestigious were less motivated to enter education programs. Most respondents reported they only selected education courses after failing to meet the cut-off for other fields.

Summary of Reviewed Literature

Education is described as a transformative force that enhances political, economic, socio-cultural, and human development across all societies. Through knowledge acquisition, skill development, and cognitive empowerment, education helps eradicate illiteracy and equips individuals for productive societal roles (Urevbu, 1991; Okemakido, 2020). Given its transformative power, governments globally, including Nigeria, invest heavily in education to foster national progress. Despite the significant role education plays, there is a growing concern in Nigeria regarding declining student interest in studying education-related courses at the tertiary level. Although education programs are central to national growth, they are often poorly regarded by both students and society. The negative perception of teaching as a low-prestige, low-income profession discourages students from choosing or remaining in education faculties. The literature underscores that the teacher, as the central agent in the educational process, plays a pivotal role in implementing educational policies and shaping future generations.

The reviewed literature reveals that students' perceptions and attitudes toward the teaching profession in Nigeria are shaped by a combination of societal, economic, and academic influences. Many students view teaching as a low-status career due to poor remuneration, limited career progression, and societal undervaluation. This perception often results in negative attitudes, especially among students who enrolled in education programs by default rather than by choice (Yusuf & Adigun, 2010). However, some studies indicate that exposure to effective teaching methods and positive role models can

improve students' attitudes and strengthen their professional identity. Overall, a change in public perception, improved teacher welfare, and curriculum reforms are recommended to foster more positive student attitudes toward the teaching profession in Nigeria. The research underscores the urgency of understanding and addressing these negative perceptions and attitudes. It advocates for reforms in public policy, teacher welfare, and societal reorientation to improve the image and attractiveness of the teaching profession. The goal is to enhance motivation among education students, improve teacher retention, and ensure a robust pipeline of qualified and committed educators for Nigeria's development.

CHAPTER THREE

METHODOLOGY

This chapter presents the method and procedure used in carrying out the study.

They are discussed under the following sub-headings:

- Research Design
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validity of Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Design of the Study

A descriptive survey research approach was used for the study. A descriptive survey involves the selection of respondents (sample) from a larger population to determine and report their view/opinions in the way things are.

Population of the Study

The population of this study consist of the entire students in History Education of the Department of Educational Foundations, Faculty of Education, University of Benin, Ugbowo Campus with a population of nine hundred and eight (908) students.

Sample and Sampling Technique

A sample size consists of 100 (one hundred) students in History Education were used for this study. The random sampling technique was used to randomly select the twenty-five (25) students from 100 – 400 level in History Education course Area to give a sample of one hundred students (respondents).

Research Instrument

The Instrument for data collection in this study is a structured questionnaire developed by the researcher titled “Perception and Attitude of Education Students Towards the Teaching Profession” (PAESTTPQ). The questionnaire consists of two sections, section A and B. Section A comprised of personal data of the respondent while Section B was segmented into clusters organized in line with the research questions raised to guide the study. Items on the instrument were responded to on a four-response option of Agree (A) Strongly Agree (SA) Disagree (D) and Strongly Disagree (SD) with a score of 4, 3, 2 and 1.

Validity of the Instrument

To ascertain the face and content validity of the instrument, the research questionnaire was presented to the project supervisor for validation. The supervisor’s observations, suggestions and correction were incorporated in the final copy of the instrument and thereafter used for the study.

Reliability of the Instrument

To determine the internal consistency of the instrument, ten (10) questionnaires were administered to students who were not part of sample for the study, but from other course areas in the Department of Educational Foundation. The data collected were analyzed using the Cronbach Alpha Statistics.

Method of Data Collection

The researcher visited the students selected for the study in company of one research assistant. Thereafter, she informed them of the aim of the study and how to fill the questionnaires and then sought their permission to distribute the questionnaires. The questionnaires were administered to the respondents and retrieved immediately after the respondents have filled them.

Method of Data Analysis

Data obtained from the questionnaire administered was analyzed using percentage, mean statistics and standard deviation. A critical mean of 2.5 was adopted in line with the rating scale, mean response of 2.5 and above will be regarded as Agree while responses receiving mean score less than 2.5 will be regarded as Disagree.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter deals with presentation of results and discussion of findings. The results of the analysis are presented in the order of the research questions that guided the study

Presentation of Results

Data collected to answer the research question was answered using mean and standard deviation. The result was shown in Table 1-4

Research Question 1: What is the perception of education students towards the teaching profession?

Table 2: Mean and standard deviation showing the perception of education students towards the teaching profession

S/N		N	Mean	SD	Remarks
1	Teaching is seen as a prestigious profession in Nigerian society	100	2.00	.000	Disagree
2	The teaching profession is generally looked down upon by students	100	3.20	1.15	Agree
3	I believe the teaching profession is as important as other professions (e.g., medicine, law, and engineering).	100	3.39	.973	Agree
4	Students in my school regard teaching as a low-status career.	100	3.48	0.96	Agree
5	I perceive teaching as a job meant mostly for people who have no other options.	100	2.99	1.26	Agree
6	Teaching is a profession for female who are usually housewives	100	2.10	.810	Disagree
7	I see teaching as a career I could be proud of.	100	3.51	.893	Agree
8	If given the opportunity, I would choose teaching as a career	100	3.12	1.174	Agree
9	Teaching profession is meant for students who could not score high mark in their JAMB	100	3.46	.904	Agree
10	Teachers are seen as poor people in the society	100	4.00	.000	Agree

In response to research question one, Table 1 shows that the respondents rated item two, three, four, five, seven, eight, nine and ten as agreed with a mean rating ranging from 2.99 to 4.00 while item one and six were rated as disagreed with a mean of 2.00 to 2.10. The standard deviation also ranges from 0.00 to 1.174. With these results, the above mean score shows that the perception of education students towards the teaching profession is quite poor.

Research Question 2: What is the attitude of education students towards the teaching profession?

Table 2: Mean and standard deviation showing the attitude of education students towards the teaching profession

S/N	Item	N	Mean	SD	Remarks
1	I would never consider becoming a teacher in the future	100	3.39	.973	Agree
2	I am not interested in becoming teacher	100	3.12	1.174	Agree
3	Some students do not see the teaching profession as prestigious	100	3.39	.973	Agree
4	I am discouraged from pursuing teaching because of poor working conditions.	100	2.84	.735	Agree
5	Students do not consider teaching as a first-choice profession after graduation	100	4.00	.000	Agree
6	I am not proud to introduce myself as a teacher.	100	3.28	.668	Agree
7	Some Education students see teaching as a last-resort career option.	100	3.00	.000	Agree
8	I think teachers in Nigeria are overworked and underappreciated.	100	2.60	.853	Agree
9	I will never encourage my friend to become a teacher in Nigeria	100	2.84	.735	Agree
10	Some people rarely associate themselves with teachers in the community	100	2.00	.000	Disagree

Research question two (What is the attitude of education students towards the teaching profession) depicted that the respondents rated item one, two, three, four, five, six, seven, eight and nine as agreed with a mean rating ranging from 2.60 to 4.00. The standard deviation also ranges from .000 to 1.174. while item ten was rated as disagreed with a mean score of 2.00 and standard deviation of .000. With these results, the above mean score shows that the attitude of education students towards the teaching profession is poor or negative.

Research Question 3: What is the most prevalent factors influencing students' perception and attitude towards the teaching profession?

Table 3: Mean and standard deviation the most prevalent factors influencing students' perception and attitude towards the teaching profession

S/N	Item	N	Mean	SD	Remarks
1	Low salary and poor remuneration affect students' perception and attitude the most	100	4.00	.000	Agree
2	Social Status and public perception of teachers influence students' perception towards teaching profession	100	2.60	.853	Agree
3	Poor working conditions affect students' perception and attitude the most	100	2.84	.735	Agree
4	Lack of professional growth opportunities affect students' attitude and perception mostly	100	2.14	1.326	Agree
5	The public perception of teachers is the factor that influence students' perception and attitude towards teaching profession	100	3.48	0.96	Agree

In response to research three, (What is the most prevalent factors influencing students' perception and attitude towards the teaching profession) Table 3 showed that the

respondents rated all the items as agreed with a mean rating from 2.60 and 4.00. The standard deviation also ranges from 0.00 to 1.326. With these results, the above mean score shows that the most prevalent factor influencing students' perception and attitude towards the teaching profession is low salary and poor remuneration

Testing of Hypothesis

Pearson r showing if there is a relationship between the perception and attitude of education students towards teaching profession and students' entry into the study of education

Variables	N	\bar{x}	SD	r	p-value	Decision
Perception and Attitude of students	100	3.92	0.81	0.673	0.000	Significant
students' entry into the study of education		3.76	0.74			

The Pearson Product Moment Correlation Coefficient ($r = 0.673, p < 0.05$) reveals a strong and positive relationship between there is a relationship between the perception and attitude of education students towards teaching profession and students' entry into the study of education. Since the computed p-value (0.000) is less than the 0.05 level of significance, the null hypothesis (H_0) is rejected. Therefore, we accept the alternative hypothesis (H_1) and conclude that there is a statistically significant relationship between the perception and attitude of education students towards teaching profession and students' entry into the study of education. Overall, these findings confirm that effective a

significant relationship between the perception and attitude of education students towards teaching profession and students' entry into the study of education

Discussion of Findings

Findings from research question one revealed that the perception of education students towards the teaching profession is quite poor. The findings of several empirical studies in Nigeria reveal that the perception of education students toward the teaching profession is generally poor, largely due to low motivation, poor remuneration, and low social recognition. For instance, Okeke and Anyaegbunam (2021) examined students' attitudes towards teaching among undergraduates in southeastern Nigeria and found that a majority of respondents perceived teaching as a less attractive career option compared to other professions. Their study attributed this perception to inadequate welfare packages, irregular salaries, and limited professional growth opportunities. Similarly, Ofoegbu (2019) investigated the motivational factors influencing students' perception of teaching and discovered that most education students considered teaching a profession of last resort, often chosen due to admission constraints or lack of alternative employment opportunities. The study concluded that poor working conditions and societal disregard for teachers contribute significantly to this negative outlook. In another study, Eze and Ibekwe (2020) explored the attitude of education students toward teaching as a career and reported that over two-thirds of respondents were unwilling to take up teaching after graduation. They found that the perceived low social status of teachers and lack of incentives were key factors discouraging students from pursuing teaching as a lifelong

profession. Similarly, Ogunyemi (2018) in his research on pre-service teachers' perception of the teaching profession in southwestern Nigeria observed that while students recognized the importance of teachers in nation-building, most of them viewed the profession as unattractive due to the poor economic and social value attached to it. Collectively, these studies affirm that education students in Nigeria generally hold an unfavorable perception of the teaching profession, which stems from poor remuneration, inadequate recognition, and unattractive working conditions that undermine the profession's appeal among future educators.

Research question two indicated that the attitude of education students towards the teaching profession is poor or negative. The attitude of education students towards the teaching profession in Nigeria has been widely reported to be poor or negative across several empirical studies. Okeke and Anyaegbunam (2021) observed that a significant number of education students perceive teaching as an unattractive and low-status profession. Their findings revealed that most respondents preferred other professions due to poor remuneration, limited opportunities for career advancement, and inadequate government attention to teachers' welfare. Similarly, Ofoegbu (2019) found that education students demonstrate low enthusiasm for teaching as a lifelong career, largely because of poor motivation and the perception that the profession lacks societal respect. The study noted that many students enroll in education programs not out of passion for teaching but as a means to gain entry into higher education when other courses are unavailable. In support of these findings, Eze and Ibekwe (2020) reported that over two-

thirds of education students surveyed had no intention of practicing as teachers after graduation. They attributed this negative attitude to low social recognition, poor working conditions, and irregular payment of salaries that make the profession unattractive. Furthermore, Ogunyemi (2018) discovered that pre-service teachers acknowledged the importance of teaching but still regarded it as a “last resort” profession. The study emphasized that societal undervaluation and poor incentives continue to shape students’ negative attitudes. Collectively, these studies indicate that the attitude of education students toward the teaching profession in Nigeria is predominantly negative, driven by economic hardship, poor professional status, and lack of motivation, all of which hinder the development of a committed and passionate teaching workforce.

Research question three showed that the most prevalent factor influencing students’ perception and attitude towards the teaching profession is low salary and poor remuneration. The most prevalent factor influencing students’ perception and attitude towards the teaching profession in Nigeria is low salary and poor remuneration. Numerous empirical studies have consistently shown that the unattractive financial rewards associated with teaching remain the major reason many education students develop a negative attitude toward the profession. Okeke and Anyaegbunam (2021) found that poor remuneration was the strongest determinant of students’ unwillingness to pursue teaching after graduation. Their study revealed that most respondents perceived the profession as economically unviable and incapable of providing financial stability when compared to other professional fields such as medicine, law, or engineering. Similarly,

Ofoegbu (2019) established that the low and irregular payment of teachers' salaries leads to low morale and discourages potential teachers from committing to the profession. The study concluded that the financial insecurity associated with teaching significantly undermines its appeal among students. In a related study, Eze and Ibekwe (2020) reported that the poor financial condition of teachers creates a negative public image of the profession, which directly affects how students perceive it. Many respondents indicated that they were unwilling to choose teaching because they observed the economic struggles of practicing teachers. Likewise, Ogunyemi (2018) emphasized that poor remuneration and lack of financial incentives are the most discouraging aspects of the teaching profession, as they not only affect teachers' living standards but also diminish students' interest in joining the field. Collectively, these studies affirm that inadequate salary and poor remuneration are the most influential factors shaping students' negative perception and attitude towards the teaching profession in Nigeria, as financial dissatisfaction undermines motivation, job satisfaction, and long-term career commitment.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter focuses on summary, conclusion and recommendations

Summary

The purpose of this study was to examine the perception and attitude of education students towards teaching profession. Four research questions were raised to guide the study. The study employed a descriptive survey research design. The population of this study consist of the entire students in History Education of the Department of Educational Foundations, Faculty of Education, University of Benin, Ugbowo Campus with a population of nine hundred and eight (908) students. A sample of 100 respondents were randomly selected and used in this study and they were drawn to represent the entire population. The Instrument for data collection in this study will be a structured questionnaire developed by the researcher titled "Perception and Attitude of Education Students Towards the Teaching Profession" (PAESTTPQ). The data collected were analyzed using mean (\bar{x}), standard deviation (SD) and percentage method. The findings generally showed that the perception of education students towards the teaching profession is quite poor, the attitude of education students towards the teaching profession is poor or negative and the most prevalent factor influencing students' perception and attitude towards the teaching profession is low salary and poor remuneration.

Conclusion

In order to achieve the objectives of History education in Nigeria, much emphasis is placed on the teacher who plays a central role in shaping the future of the nation through education. The teacher is recognized as a key agent in the educational system and is described in a way that emphasizes their role in national development and student formation. Teachers constitute the most essential body of personnel within the educational system. They transmit accumulated knowledge of the present generation upon generation and thus interpret this information with reference to the past with the view to modify the future. However, the perception and attitude of teachers towards the teaching profession is also very important. Based on one's attitude or feeling towards something, one is predisposed to behave in a particular way. Attitude towards an event is practically as important as the event itself. Thus, teachers' attitude towards their profession can lead to better input, understanding, enhance interest, self-confidence and optimum performance with positive outlook.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. The Nigerian government and educational stakeholders should intensify efforts to rebrand and elevate the image of the teaching profession through public awareness campaigns, policy reforms, and national recognition programs.

2. The Nigerian government should review and increase teachers' salaries and allowances across all educational levels to ensure parity with other professional sectors. Regular and timely payment of salaries should also be enforced, as financial stability directly influences both motivation and commitment among teachers and prospective teachers.
3. Teacher education institutions should integrate career orientation and mentorship programs into their curriculum to help education students appreciate the professional and developmental value of teaching.
4. Teacher education programs should implement motivation-based pedagogical practices that foster commitment and enthusiasm toward the profession. This can be achieved through practical teaching experiences, exposure to modern instructional technologies, and continuous professional development programs that help students view teaching as an intellectually stimulating and fulfilling career.
5. Educational policymakers should establish structured pathways for career advancement in the teaching profession, such as clear promotion criteria, scholarship opportunities for postgraduate studies, and leadership roles in education management.
6. Education policymakers should introduce performance-based incentives and welfare packages such as housing benefits, health insurance, and teaching excellence awards. These measures will enhance teachers' financial well-being.

restore public confidence in the profession, and encourage education students to develop a more positive attitude and perception towards teaching as a viable and respected career.

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APPENDIX

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS
FACULTY OF EDUCATION
UNIVERSITY OF BENIN**

**PERCEPTION AND ATTITUDE OF EDUCATION STUDENTS TOWARDS THE
TEACHING PROFESSION QUESTIONNAIRE” (PAESTTPQ).**

Dear Respondents

This is a study that focus on the Perception and Attitude of Education Students towards the Teaching Profession”. Please kindly complete the structure questionnaire by ticking the relevant box or filling the blank space. Thank you for your cooperation.

Demographics Information.

Name of School (Optional):

Gender: Male () Female ()

Level: 100 () 200 () 300 () 400 ()

SN	PERCEPTION OF HISTORY EDUCATION STUDENTS TOWARDS THE TEACHING PROFESSION	SA	A	SD	D
1	Teaching is seen as a prestigious profession in Nigerian society				
2	The teaching profession is generally looked down upon by students				
3	I believe the teaching profession is as important as other professions (e.g., medicine, law, and engineering).				
4	Students in my school regard teaching as a low-status career.				
5	I perceive teaching as a job meant mostly for people who have no other options.				
6	Teaching is a profession for female who are usually housewives				
7	I see teaching as a career I could be proud of.				
8	If given the opportunity, I would choose teaching as a career				
9	Teaching profession is meant for students who could not score high mark is their JAMB				
10	Teachers are seen as poor people in the society				

ATTITUDE OF HISTORY EDUCATION STUDENTS TOWARDS THE TEACHING PROFESSION				
1	I would never consider becoming a teacher in the future			
2	I am not interested in becoming teacher			
3	Some students do not see the teaching profession as prestigious			
4	I am discouraged from pursuing teaching because of poor working conditions.			
5	Students do not consider teaching as a first-choice profession after graduation			
6	I am not proud to introduce myself as a teacher.			
7	Some Education students see teaching as a last-resort career option.			
8	I think teachers in Nigeria are overworked and underappreciated.			
9	I will never encourage my friend to become a teacher in Nigeria			
10	Some people rarely associate themselves with teachers in the community			
MOST PREVALENT FACTORS INFLUENCING HISTORY STUDENTS' PERCEPTION AND ATTITUDE TOWARDS THE TEACHING PROFESSION				
1	Low Salary and Poor Remuneration affect students' perception and attitude the most			
2	Social Status and public perception of teachers influence students' perception towards teaching profession			
3	Poor working conditions affect students' perception and attitude the most			
4	Lack of professional growth opportunities affect students' attitude and perception mostly			
5	The public perception of teachers is the factor that influence students' perception and attitude towards teaching profession			