Obstacles in Teaching Profession and Their Impact on the Standard of Education in Jalingo Local Government Area of Taraba State

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ABSTRACT
A study to investigate some obstacles of teaching profession and their impact on the standard of education in Jalingo Local Government Area. Questionnaires were distributed to 300 teaching staff and 100 school administrators drawn from different primary, secondary and tertiary institutions of Jalingo local government. After analyzing the data collected, some challenges of teaching profession such as apathetic, professionally uninspired, unmotivated, ignorant, unqualified, unintelligent and unstable teachers e.t.c. were some of the challenges in teaching profession, that affected the standard of education in Jalingo local government area. From the findings, it is also discovered that increased opportunities for training and acquisition of additional professional qualification with sponsorship, maintenance of teachers well-being, adequate facilities, equipment and textbooks, refresher courses, intelligent and stable teachers, re-introduction of government teachers colleges and unified teachers e.t.c. were some of the solutions to the teaching profession which equally can improve the standard of Education in Nigeria and Taraba State in particular.

Keywords: teaching profession, education, quality control, teacher education

INTRODUCTION
In Nigeria, education has undergone series of changes and every State by its transformation is spurred by the need to promote enlightenment and bring a just equalitarian and advanced society and to achieve this properly, teaching has to be professional.
Okafor (2008) defined profession as a special competence exhibited by those who have prolonged and specialized training in that particular field. The Oxford advanced learners dictionary (2000) defines profession as a "paid occupation, especially one that requires advanced Education and training such as in medicine, law, pharmacy, teaching e.t.c.
In all noble professions in the world, teaching is indeed one of the oldest. The teaching profession makes the emergent of other professions possible because practitioners in these other professions are educated by the teacher. Therefore teaching occupies a fundamental and critical position in the advancement of any society, it is a versatile and dynamic field of endeavour that requires at all times the science, technology, mathematics, arts, history, politics, economy, culture; and other issues in development.

Obstacles in Teaching Profession and their Impact on the Standard of Education
Teaching as a profession has gone through a critical stages of challenges which have affected the standard of education directly or indirectly. These challenges can be discussed under the following paragraphs.
Mogbo (2000) stated that, most teachers use teaching profession as a stepping stone to other profession. They pay little or no attention to details during training. Such teachers would usually not teach whole
heartedly. Obanya (2002) observed that a large proportion of people who study education even at the university level do so only after failing to gain admission into courses of their choice. The worst condition is the situation in which untrained teachers are recruited to teach in schools based on godfathers or how influential the person is in the society. This act can affect and could result to the fallen standard of education in Nigeria and Taraba in particular.

UNICEF (2009) identified that lack of intelligent young people into teaching profession can affect the standard of education. UNICEF also observed that most of the young people go into other profession because of improper motivation and pay services render as at when due. Their defence is that teachers have a poor image in the Nigerian society.

Another challenge is the gross inadequate textbooks, working tools and insufficient instructional materials. This deplorable state of teaching requirement definitely has a great negative effect on the standard of education in Taraba State.

Mogbo (2000) opined that lack of quality control during teaching practice also affects educational standard in the society. According to him, in most of the schools trained teachers just hand over the timetable, scheme of work and classes to practicing teachers and go on holidays for the whole duration of the teaching practice without overseeing and monitoring what the student teacher is doing. This can affect the standard of education, since the practicing teacher is left to do whatever he or she deems it fit, most of which are likely going to be wrong.

In addition, Umar (2000) states that any agenda aimed at teaching profession, the starting point must be qualitative teacher education. Unfortunately teacher education in Nigeria is already at its lowest ebb in terms of standard, quality and relevance of training. In related issues, Jegede (2002) stated that the result of most products of teacher education in the country (especially those placed in the last decade) are largely apathetic, academically poor, professionally uninspired, unmotivated and ignorant of their professional calling and responsibilities and this has affected the standard of education in Nigeria and Taraba State in particular.

Kolo (2006) observed that unstable teaching profession can as well affect professional standard. According to him teachers in Nigeria belong to the associations that are more of trade unions than the more professionally inclined ones, for example, Nigerian Union of Teachers (N.U.T.) Academic Staff Union of Universities (A.S.S.U.) Colleges of Education Academic Staff Union (C.O.A.S.U.) and the Academic Staff Union of Polytechnics (A.S.U.P.) e.t.c. are more concerned with the trade union and membership welfare pursuits than the concern for the professional development of members. What is required towards professionalisation of teachers in Nigeria and Taraba state in particular is to get these associations focused equally on professional developmental needs of teachers.

It is in the light of the above that the researcher sought to find out some of the obstacles in teaching profession and their impact on the standard of education in Jalingo local government area.

The following are the Objectives for the Study
(i) To identify who is a professional teacher.
(ii) To find out some of the obstacles in teaching profession and their impact on the standard of education in Jalingo local government area.

Research questions
(i) What are the obstacles in teaching profession and their impact on the standard of education in Jalingo local government area of Taraba state?
(ii) What are the possible solutions to the challenges of teaching profession and their impact on the standard of education?

METHODOLOGY
This research uses survey design and questionnaire as instrument for data collection. A representative population of 300 teaching staff were drafted from different primary, secondary schools and tertiary institutions. In addition 100 school administrators were also drawn from the above mentioned institutions of teaching in Jalingo. The questionnaire items called for respondents options based on Likert rating scale
of agree or disagree. Respondents were to tick the response that best suits their opinion. Data collected was analysed through frequency.

RESULTS AND DISCUSSION

Table I: Obstacles in teaching profession and their impact on the standard of education in Jalingo local government area

<table>
<thead>
<tr>
<th>S/N</th>
<th>Items</th>
<th>Agree</th>
<th>%</th>
<th>Disagree</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Some teachers use teaching profession as a stepping stone for other professions.</td>
<td>360</td>
<td>90</td>
<td>40</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Non professional teachers did not teach wholeheartedly.</td>
<td>160</td>
<td>40</td>
<td>240</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>Untrained teachers did not take teaching Seriously</td>
<td>140</td>
<td>35</td>
<td>260</td>
<td>65</td>
</tr>
<tr>
<td>4</td>
<td>Proper supervision and control of students on practical by the trained teacher help to Improve Educational standards</td>
<td>160</td>
<td>40</td>
<td>240</td>
<td>60</td>
</tr>
<tr>
<td>5</td>
<td>Teacher’s absenteeism &amp; alcoholism affect the standard of education</td>
<td>340</td>
<td>85</td>
<td>60</td>
<td>15</td>
</tr>
<tr>
<td>6</td>
<td>Poor payment of teachers salary discourage the young intelligent people into teaching profession</td>
<td>360</td>
<td>90</td>
<td>40</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>Unstable teaching association eg. ASSUP, COEASU, contribute to the problems of teaching profession.</td>
<td>80</td>
<td>20</td>
<td>320</td>
<td>80</td>
</tr>
<tr>
<td>8</td>
<td>Inadequate education fragilities contribute to poor standard of education</td>
<td>340</td>
<td>85</td>
<td>60</td>
<td>15</td>
</tr>
</tbody>
</table>

In this discussion on the research, what are the obstacles in teaching profession and their impact on the standard of education in Jalingo local government area of Taraba State. The results, from the respondents seem to indicate that the problems of teaching profession have impact on the standard of education in Jalingo metropolis. These are inadequate education fragilities, poor payment of teachers’ salary, untrained teachers, and improper control of students on practical, unstable teachers & unions or associations, apathetic, academically poor and professionally uninspired teacher. The respondent on lack of quality control of students on practical and some teachers using teaching profession as a stepping stone seems to agree with the view of Kolo (2006). This shows that teachers should play an important role so as to improve the standard of education in Jalingo metropolis. The educational implicational here is that teachers should always go for in-service and fresher courses and avoid anti-moral behaviour such as alcoholism in order that the standard of education would improve. The government should also improve teachers' welfare, pay services, supply adequate equipment & facilities in schools.
### Table 2: Possible solutions of the obstacles in teaching profession and their impact on the standard of education

<table>
<thead>
<tr>
<th>S/no</th>
<th>Items</th>
<th>Agree</th>
<th>%</th>
<th>Disagree</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Schools should admit qualified &amp; intelligent students into the teacher training programmes.</td>
<td>320</td>
<td>80</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>2.</td>
<td>Students should be discipline towards their academic activities.</td>
<td>260</td>
<td>65</td>
<td>140</td>
<td>35</td>
</tr>
<tr>
<td>3.</td>
<td>Teachers should go on in-service training and refresher courses.</td>
<td>240</td>
<td>60</td>
<td>160</td>
<td>40</td>
</tr>
<tr>
<td>4.</td>
<td>Govt. should avoid recruitment of untrained teachers.</td>
<td>320</td>
<td>80</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>5.</td>
<td>Adequate supply of textbooks, equipment and facilities by the govt.</td>
<td>300</td>
<td>75</td>
<td>100</td>
<td>25</td>
</tr>
<tr>
<td>6.</td>
<td>Government should employ well trained and qualified professional teachers.</td>
<td>350</td>
<td>87.5</td>
<td>50</td>
<td>12.5</td>
</tr>
<tr>
<td>7.</td>
<td>Government to give better condition of services to teachers.</td>
<td>200</td>
<td>50</td>
<td>200</td>
<td>50</td>
</tr>
<tr>
<td>8.</td>
<td>Teachers should be disciplined and stable.</td>
<td>260</td>
<td>65</td>
<td>140</td>
<td>35</td>
</tr>
<tr>
<td>9.</td>
<td>Professional teachers are to participate in enlightenment campaign on education in their community.</td>
<td>80</td>
<td>20</td>
<td>320</td>
<td>80</td>
</tr>
<tr>
<td>10.</td>
<td>Professional teachers should have unified union or association.</td>
<td>360</td>
<td>90</td>
<td>40</td>
<td>10</td>
</tr>
</tbody>
</table>

The possible solutions to the obstacles in teaching profession and their impact on the standard of education are; Qualified and intelligent students, in-service training and fresher courses, supply of textbooks, equipment and facilities, disciplined and stable teachers can however bring about possible solutions to these challenges.

The above discussion shows that, the student, government and teacher has a greater role to play so as to improve the standard of education in Nigeria and Taraba State particularly.

**CONCLUSION**

This paper has presented some of the obstacles in teaching profession & their impacts on the standard of education. It also highlighted some of the possible solutions of such problems in the teaching profession. The paper concludes that students, teachers and the government should play a greater role in improving the standard of education in Nigeria and Taraba state.
RECOMMENDATION
Considering the findings of this study, the writer recommends the following:
1. Government should ensure better conditions of service to teachers in order to enhance their commitment to the profession. This will attract and retain the best brain in teaching profession.
2. The government & the school administrators should consider the quality of students admitted into teacher training programmes and monitor the admissions strictly through careful selection.
3. The government should re-establish government teachers colleges where training of teachers should start from secondary schools. This would enhance the ministry of education to have teachers with highest qualification who can put in their best professional and academic qualifications in an institution of learning.
4. Nigerian government should adopt Singapore ministry of education career structure called the Grow 2.0 package (Growth of education officers through better recognition opportunities and seeing to their wellbeing. The aim of Grow 2.0 is to cater for the professional development of our teachers more comprehensively and holistically.
5. Students should also be disciplined towards their academic activities.
6. Serving teachers should endeavour to improve on their service performance by periodically going on fresher courses e.g. Seminars, workshops, conferences and in-service training for the purpose of acquiring higher qualification and new innovations in methodology.
7. Professional teachers should avoid the acts that could be detrimental to their personal and public image such cases as alcoholism, absenteeism, examination mal-practice e.t.c.
8. Teachers should also cultivate the habit of self-reliance rather than been nuisance in the localities where they are serving.

REFERENCES