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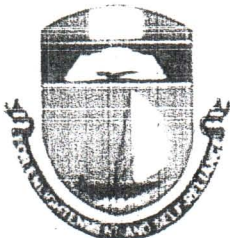
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## DEVELOPMENT AND VALIDATION OF TEACHING PROFESSION PROBLEMS SCALE

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### Abstract

*This study has to do with development and validation of instrument to measure problems confronting the teaching profession. This study employed descriptive research design of survey type which does not involve manipulation of variables. The study made use of two hundred and forty teachers randomly selected from public primary and secondary schools in four local government areas in Ibadan land. The instrument consists of two sections, the first section was made up of demographic variables of the participants while the second section was made up of 86 items related to teaching profession problems on a four-point likert scale of Strongly Disagree = 1, Disagree = 2, Agree = 3 and Strongly Agree = 4. Principal component analysis and confirmatory factor analysis supported five factors of the Teaching Profession Problems Scale (TPPS). In selecting the items for the final scale, items with total-item correlation of less than 0.3, those with factor loadings of less than 0.4 and factor loadings of 0.4 on two or more factors were removed. The findings from this study showed that psychometric properties for Teaching Profession Problems Scale (TPPS) are reliable and valid measure for problems confronting the teaching profession in Nigeria. The findings demonstrated that the subscales of TPPS are internally consistent, well inter-correlated, and have a good construct validity. Also, the study reveal that TPPS has five factors which include Organizational issues, Government (or stakeholders) issues, Societal issues, Teacher-related issues and Professional body issues. Therefore, Teachers Registration Council of Nigeria (TRCN) and Nigeria Union of Teachers should intensify efforts for teaching to be fully professionalized. Teachers' salaries should be made attractive for them to be able to meet their basic needs while the payment of their salaries and allowances should not*

be delayed. Government should intensify efforts to renovate dilapidated school buildings and provide teaching-learning facilities. Continuing professional development and retraining of teachers should be taken more seriously by government and other stakeholders in education in order to enhance their professional knowledge and skills. Finally, teachers should change their attitude towards the profession and should not view teaching as inferior to other professions.

**Key Words:** Construction; Validation; Teaching profession; Development; Reliability; Validity.

## Introduction

There is a general consensus that education is the bedrock of the growth and development of any nation. It is a herculean task for national development to take place without education; hence no nation can rise above the quality of education provided for her citizens. In spite of this, the educational sector is one of the most neglected in the society. Teachers who are major inputs in the sector have not been spared and this is having a negative impact on the teaching profession. Teaching is a channel through which knowledge, skills and attitude can be transmitted from one person to another. The choice of learning activities which enables the goals of education to be actualized is the responsibility of the teaching profession. Olatunji (1996) defined teaching as a social function that aims at necessary growth in others. Teaching involves a number of processes that brings about behavioural change in an individual, thus the future of any nation, be it social, political, economical or technological growth and development has its foundation in the classroom; hence teachers are popularly referred to as nation builders.

The teaching profession is undoubtedly an indispensable profession in any society that aims at national development. It plays a major role in national development in various ways; some of which are unlocking the potentials of individuals and the training and development of quality manpower. Adeoye, Oluwole & Oyewunmi (2014) when describing the teaching profession affirmed that teaching is a noble and respectable profession; it is often described as the mother of all other professions such as law, engineering, pharmacy, nursing, medicine and so on since all these are products of the teaching profession. The importance of the teaching profession in any society cannot be overemphasized as the role of the teachers in nation building transcends the classroom settings. Aside the main function of imparting knowledge, teachers are responsible for

the intellectual, physical, moral and social development of individuals. They are seen as role models whose actions have a lifetime influence not just on the individuals under their care but on the society as a whole. Buttressing the role played by teachers, Afe (2001) described the teacher as a person who instructs to provide teaching learning-process; he assumes various capacities as educator, instructor, tutor, lecturer, counsellor, professor and so on. He further referred to the teacher as the mainstay or prime mover of the educational system.

Despite the pivotal role played by the teaching profession, it is faced with a lot of problems which if not adequately addressed will not only lead to the dearth of professionals and total collapse of the educational system; but also the retardation of national development. Olorundare (2003), opined that there is no doubt that as presently practiced in Nigeria and other developing nations, teaching is bedeviled by several problems, the effect of which has gradually eroded its professional luster. According to Kamoh, Ughili and Abada (2014), the problems confronting the teaching profession in Nigeria include: low wages, low status in the society, lack of career advancement opportunities, high teacher-pupil ratio, poor work environment, inadequate fringe benefits and irregular payment of salaries. Similarly, Akinduyo (2014) further submitted that the following are the problems of the teaching profession in Nigeria: low wages, bad motivation and poor welfare, irregular self-esteem in the society, absence of education professional academy, lack of professional and in-service trainings, short period of internship, high teacher- pupil ratio, politicizing education, lack of autonomy by Nigeria Union of Teachers(NUT), unwarranted government intervention, poor budgetary allocation, poor work environment, government inability to register NUT as a professional organization, massive unqualified staff, and porous entry qualification. More frequent than not, some of these problems have also been responsible for teacher attrition. According to (AAEE 2002; Billingsley 2004; Feistrizer 2005; Luekens, Lyter, and Fox 2004; U.S Department of Education, 2005), when individuals leave teaching, the reasons for doing so have been relatively similar overtime: lack of planning time, heavy workload, low salary, student behaviour, unsupportive administrators, lack of resources, school bureaucracies, classroom interruptions and personal safety. In this study, the problems confronting the teaching profession have been linked to the following factors. They are organizational, government (or stakeholders), societal, teacher-related and professional body issues.

Teachers are affected a great deal by the organizational climate where they work. Poor work environment or working conditions, excessive workload, high- teacher-pupil ratio are some of the organizational problems many teachers face. The work environment embodies the psychosocial environment such as the interpersonal relationship existing between the school administration and the teachers, between teachers and their colleagues, between the teachers and students and as well as the physical work environment. The National Primary Education Commission, Nigeria (1998) described the teacher's physical working environment in Nigeria as the most impoverished of all sectors of the labour force. It is no news that many schools especially the public schools lack good infrastructures and facilities while most of the school structures and buildings are in a dilapidated state. Facilities such as good and well equipped laboratories, furniture, toilet facilities, libraries and office buildings are lacking. In a comprehensive national survey of primary school infrastructure that was carried out by Ikoya and Onoyase (2008), it was discovered that 53% of schools lacked fundamental structures; Only 20% had sufficient infrastructure in terms of quantity and quality, 65% had no electricity, 54% had no pipe-borne water, and 78% had no school transport. The researches therefore concluded that infrastructure was in a bad state. Teachers are left with no option other than teaching in these harsh working environments. Excessive workload is a problem that many teachers have to deal with in the schools they work. Ideally, teachers ought to be employed and allocated a teaching subject based on their area of discipline. However, the situation in many schools (especially the private schools) is such that most teachers teach up to three or more subjects including those outside their discipline; and in up to two or more classes. In addition to teaching, some teachers are given administrative duties and positions without additional pay. In many public schools, the teacher - pupil ratio is high, making class control and management difficult for the teacher. Officially the teacher-pupil ratio is 1:40 (Adelabu, 2005), however the number of pupils per teacher usually exceeds the ratio. According to UNESCO report by Adedeji and Olaniyan (2009), more than 60 % of Sub-Saharan Africa countries (Nigeria inclusive) have more than 40 pupils per teacher.

The teaching profession is always affected to a large extent by what goes on in the political environment. Frequent change of government results to inconsistent educational policies. These have negative implications not only on the students but also on the teachers as they have to take time to accommodate and adapt to these changes. At the institutional level, teachers face issues of power and control that limit their abilities to make decisions as true professionals should. Teachers do not have autonomy over their work since there is overbearing control of the teaching profession by the federal, state and even the local government. According to Cohen, Higgins & Ambrose (1999), it is in the political arena that many decisions affecting teachers working conditions occur. In Nigeria and in other developing countries, the budgetary allocation to the educational sector is low and this in turn has resulted in low remuneration, irregularity in payment and lack of fringe benefits relative to other comparable professions. Although, teachers' salaries account for over 90% of primary school recurrent budget, as well as the single costly item, generally attracting between 65% and 95% of the educational budget in developing countries (Zymelman & Destafano, 1993); teachers' pay is lower than some key equivalent occupations in the public sector. For example, nurses are considerably better paid than even graduate teachers. The Nigerian Union of Teachers is very unhappy that graduate teachers are placed on the same grade level as nurses despite having lower education entry requirements (Adelabu, 2005).

Despite the low pay, there is irregularity and delay in payment which sometimes could stretch for a number of months; this has sometimes led to strike action and nonchalant attitudes towards the job. Afe (2001) reported this in a study titled "Late payment of teachers' salary as it affects the quality of education in Lagos State Primary Schools". Bolarinwa (1994) found that 62.94 % of the 570 public primary teachers sampled took up menial jobs as financial coping techniques, 41.18 % withdrew their children from fee paying schools to non-fee paying schools, 59.22% expressed the opinion that they are ashamed to be introduced as teachers, 78.82 % expressed the view that if given opportunity to start their career lives afresh, they would not opt for teaching and 82.35 % indicated that they were not satisfied with the teaching profession.

In Nigeria and in other developing nations, government has not paid adequate attention to continuous professional development of teachers and this is evident in poor quality of students that graduate from the primary and

secondary schools. A lot of teachers still rely on the initial training they got at the training institutes and this is not enough to cope with the current demands of the profession. In situations where government has made efforts to organize in-service training for teachers, sometimes the teachers do not benefit from them. According to Ejima, (2012), it is not uncommon to find director and other senior officers of the ministry and relevant departments enrolling for the conference at the expense of the practicing teachers.

There are disturbing forces in the larger society that undermine the academic performance of students and make teaching much more difficult (Cohen, Higgins & Ambrose 1999). Social issues such as poverty and lack of parental involvement in children's education have their negative implications on the teaching profession. Since school children are products of the family and the society, these problems are reflected in the classroom hence causing difficulties for the teacher in areas of teaching. It is common knowledge that the image of the teaching profession in the society has declined considerably over the years unlike the past when teachers were given due honour and respect in the society. However, the situation is now different as, they are being looked down upon as people who were unable to succeed in their chosen careers and therefore resorted to teaching out of frustration. The question of whether teaching is an occupation, a vocation, a calling, a semi profession or a profession has further complicated the situation to the extent that members of the public have accorded low status and recognition to teachers (Afe 2001.) Owusu (2004) the leader of the accreditation team of the National Commission for Colleges of Education remarked that the teaching profession in Nigeria had been relegated to the background and that teaching is not accorded the respect it deserves.

Teacher related factors matter lot to the advancement of the teaching profession. This encompasses the training, attitudes, values, and interest of teachers as all these influences commitment to the profession. Jekayinfa (2005) posited that the training and production of the manpower needed for the attainment of national objectives should be framed on the quality and quantity of teachers. Thus the teaching profession should be for those who are intellectually competent, effective and efficient decision-makers, creators of warm classroom environment, seekers of alternative strategies, and possessors of professional interest and pride (Adamu & Sani 2014). Many teachers in the school system lack professional qualification hence they are not equipped with

knowledge of the art of teaching. According to Ige (2012), there are also some teachers who are graduates in their chosen fields but lack the basic teaching qualification thus making them unfit for teaching of pupils/students. Such teachers have only shown interest in teaching due to inability to get job in their chosen fields while they have been recruited due to acute shortage of teachers in the system. A lot of teachers display poor attitude towards the profession with no commitment being made as in other professions. Adeleke (1999) further buttressed this point in her study of student teachers attitude to teaching. She discovered that 87% of undergraduate student teachers in the Faculty of Education in one of the first generation Universities would not like to teach at the primary school level. Similarly, she found out that among those who would like to teach at all, 88% would not like to remain in teaching for a long time.

The Nigerian Union of Teachers which is the professional body of teachers has not been effective in protecting the teaching profession the way it ought to just like other professional bodies like Nigeria Medical Association (NMA) and the Nigeria Bar Association (NBA). The teaching profession has thus become a dumping ground for people who unable to find the job of their dreams, take up teaching temporarily while seeking for better jobs. This has made the teaching profession to be saturated with people who lack the relevant professional skills and qualification while the Nigerian Union of Teachers which is supposed to play a major role against porous entry into the profession and play a major role in establishing standards has lacked the power to do this.

### **Statement of the Problem**

The teaching profession is a profession which is crucial and strategic to national development at all levels. However, the profession has been neglected overtime and this is having a negative effect on the educational system in Nigeria. Low professional status, poor remuneration, irregular payment of salaries and inadequate welfare packages has made it difficult for the profession to attract the best candidates. A situation where payment of teachers' salaries is being delayed has led to non-commitment to the profession since teachers have to look for other means of survival. It has also led to local, state and national strikes. Some teachers especially those with higher educational qualification have left teaching to other professions which can offer better conditions both in terms of salary and in other areas. All these are having

adverse effects not only on the teaching profession alone but on the education of Nigerian children.

The teaching profession is still saturated with non-professionals coupled with inadequate in-service training for teachers. This has resulted to poor quality of teachers who lack the professional skills to train quality manpower required for national transformation and this in turn has retarded national growth and development. There exist little or no standardized scales to identify and adequately measure the teaching profession problems. This study therefore sees a need to develop a culture based scale to identify and measure key issues in the teaching profession.

### **Purpose of the Study**

The purpose of this study is to determine the characteristics of the crude Teaching Profession Problems Scale (TPPS). To know the factors that are indicative of teaching profession problems in the scale. Also, to determine what will be the reliability and the construct validity of the Teaching Profession Problems Scale and how tenable the new model will be

### **Research Questions**

1. What are the characteristics of the crude Teaching Profession Problems Scale (TPPS)?
2. What are the factors that are indicative of teaching profession problems in the scale?
3. What will be the reliability of the Teaching Profession Problem Scale (Internal consistency and Split half)?
4. What is the construct validity of the Teaching Profession Problems Scale?
5. How tenable is the new model?

### **Methodology**

#### **Item Development of Teaching Profession Problems Scale (TPPS)**

The development of the initial items of the Perception of Teaching Profession Problems Scale was based on review of literature on the problems confronting the teaching profession, responses to questions that asked for the problems facing the teaching profession from my colleagues who are teachers and the personal experiences of the researcher who has once worked as teacher

in both primary and secondary schools in the past. A total of eighty-six items relating to teachers professional problems were initially generated for the Invalidated Teaching Profession Problems Scale (TPPS) under five factors namely: Organizational issues, Government (or stakeholders) issues, societal issues and Teacher-related issues and Professional body issues. The items were given to test and measurement experts and some teachers to review the items in order to ascertain if the items were measuring what they are suppose to measure (face validity). The instrument was structured on a four-point Likert-type scale with responses ranging from 1= Strongly Disagree, 2= Disagree, 3= Agree and 4= Strongly Agree.

### **Methodology**

The research design used for this study is descriptive research design of survey type which does not involve manipulation of variables. The population for this study consists of all primary and secondary school teachers in Ibadan, Oyo state. The study was restricted to four local government areas in Ibadan. The sample included two hundred and forty (240) teachers drawn from public and private schools within the study areas. Simple random sampling technique was used in selecting the schools and all the teachers in the selected schools were qualified to participate in the study.

The 86-item Teaching Profession Problems Scale (TPPS) was administered on two hundred and forty teachers from both primary and secondary schools in four local government areas in Ibadan. Reliability survey analyses were performed on the items. In order to conform to the recommendations of Nunnally and Bernstein (1994), items with total-item correlation of less than 0.3 were dropped to increase the homogeneity of the items. Principal component analysis with orthogonal (varimax) rotation was employed for the analysis. Maximum likelihood solution was used to verify the relationship between the observable variables and latent constructs.

## Results

### Research Question 1

What are the characteristics of the "crude" Teaching Profession Problems Scale (TPPS)?

Table 1: Mean, Standard deviations, Item-total correlations and Alpha value for each item on TPPS

S/N	Items	Mean	Std. Deviation	Total-item correlation	Cronbach's Alpha
	<b>Organizational issues</b>				
1	Many school buildings are dilapidated	3.0130	1.03426	.310	.919
2	Schools are not well equipped with basic facilities to enhance teaching	3.2870	.76797	.280	.919
3	Schools are not well secured	3.0609	.87953	.306	.919
4	Teachers do not have good office buildings and facilities	3.1478	.80113	.280	.919
5	Classrooms are crowded	3.2348	.82885	.370	.918
6	Teachers are not provided with ICT resources in schools	3.1087	.97184	.310	.919
7	Teachers are not provided with adequate instructional materials and equipment	3.1304	.90628	.402	.918
8	General condition of infrastructure in schools is poor	3.0826	.85507	.460	.918
9	Poor relationship between teachers and their colleagues at work	2.1565	.91653	.383	.918
10	Poor interaction between teachers and students	2.1435	.90671	.337	.918
11	Nowadays, students do not look at teachers as their role models	2.7000	1.03709	.302	.919
12	Poor relationship between school administration and teachers	2.2348	1.04760	.373	.918
13	Inadequate or lack of administrative support and encouragement for teachers	2.6652	.99172	.372	.918
14	Inadequate or lack of consultation of teachers by school administration in decision making	2.4391	1.05451	.250	.917

15	Teaching profession does not permit free time for teachers	2.3914	1.0318	.413	.917
16	Teachers teach too many subjects including those outside their disciplines	2.3913	.99515	.364	.919
17	Teachers are given many non-teaching duties, in addition to teaching responsibilities	2.5783	1.00238	.321	.919
Government (or Stakeholder) issues					
18	Teachers are unable to meet their needs with their basic pay	2.8391	1.08794	.471	.916
19	Teachers salary is poor when compared to other professions in the society	3.0913	1.05954	.591	.917
20	Teachers salaries does not commensurate with the services they render	2.1506	.91568	.381	.918
21	Teachers cannot make both ends meet without engaging in other means of earning income	3.1087	.97632	.467	.919
22	Teachers salaries are not paid as at when due	2.8304	.89732	.273	.917
23	Teachers salaries are irregular compared to other professions in the society	3.2000	.89832	.536	.917
24	Teachers receive little or no allowances	3.1783	.90532	.487	.918
25	Career advancement opportunities are few	2.8913	.93520	.423	.918
26	Teachers do not enjoy regular promotion compared to other professions	2.8826	.91047	.516	.918
27	Many teachers have little or no basic ICT knowledge	3.1043	.88039	.428	.918
28	Teachers receive little or no continuous in-service training	3.1304	.84131	.438	.917
29	Frequent change of educational policies	2.9174	.89010	.481	.917
30	Enough incentives are not provided for teachers to update their professional knowledge	3.0130	.97336	.503	.916
31	Frequent transfer of teachers from one location to another	3.0130	.97336	.503	.916
32	Government's budgetary allocation to teaching profession is poor	2.7609	.91529	.438	.918

33	Poor monitoring and evaluation of teachers by government body	3.1435	.96729	.409	.918
34	Poor attitude of school inspectors and supervisors towards teachers	3.1174	.92001	.464	.919
35	Teachers are not adequately consulted by government about decisions concerning their profession	2.7913	.89145	.258	.919
36	Enough attention is not being paid to professionalization of teaching	3.0696	.88384	.297	.916
37	Government is less concerned about teachers welfare and working conditions	3.1348	.97752	.600	.917
38	The professional training given to pre-service teachers is inadequate	2.5000	.98792	.306	.918
	<b>Societal issues</b>				
39	Teaching profession receive little or no recognition in the society	3.1522	.89558	.518	.918
40	The society does not provide adequate support and encouragement to teachers	2.9696	.96847	.376	.917
41	Members of the society look down on teachers	3.0043	.98680	.469	.918
42	Lack of parental involvement in children's education	3.0043	.91803	.333	.918
43	Poor relationship between parents and teachers	3.1000	.90293	.411	.918
44	Lack of financial responsibility by parents of students from low socio-economic status	2.9739	.95269	.394	.918
45	Teaching profession has a poor image	3.0565	.86732	.454	.918
46	There are unrealistic expectations from teachers by parents	2.7870	.96344	.361	.917
47	Teaching has a low status when compared to other professions in the society	2.6130	1.02066	.461	.918
	<b>Teacher-Related Issues</b>				
48	Some teachers fail to develop themselves professionally	2.6348	1.02655	.433	.919
49	Some teachers display poor teaching methods	2.4826	1.06026	.377	.918

50	Some teachers lack professional skills	2.3348	1.00484	.450	.919
51	Lack of professional commitment by teachers	2.4696	.96960	.267	.919
52	Some teachers lack good communication skills	2.4739	.94232	.313	.918
53	Some teachers display poor knowledge of subject matter	2.4913	.97900	.329	.919
54	Teachers do not consider teaching as a noble profession	2.4174	1.04470	.303	.919
55	Teachers display poor attitude towards the teaching profession	2.1696	.90700	.271	.920
56	Teachers enter into teaching because it is readily available	2.4522	1.07161	.255	.922
	<b>Professional Body Issues</b>				
57	Teaching professional body is not effective in regulating entrance into the profession	2.3565	.99949	.482	.918
58	Teaching profession attracts low entry standard	2.7261	.90061	.438	.919
59	Teaching professional body is not effective in promoting the image of the profession	2.5174	.96541	.288	.919
60	Teaching professional body is weak	2.5870	1.01895	.251	.918
61	Teaching professional body does not enforce the ethics of the profession	2.5043	1.06039	.417	.919

Items with total item-correlation that are below 0.3 or having negative total-item correlation were removed from the pool of items. Out of initial the pool of eighty-six (86) items, a total number of twenty-five (25) items were removed because of their low and negative inter-total item correlation. Over 65% of the generated items have total-item correlation which is greater than 0.3. The remaining 61 items were therefore considered to be good and were used for factor analysis.

### Research Question 2:

What factors are indicative of Teaching Profession Problem Scale?

This research question was answered using factor analysis for the 61-items.

### Exploratory Factor Analysis

The 61 items were factor analysed using principal component analysis with orthogonal (varimax) rotation with Kaiser Normalization to determine the structure of the Teaching Profession Scale (TPPS). The initial factor solution for the Teaching Profession Problems Scale using the two rotations resulted in 5 factors with Eigen values greater than 1. The five factors accounted for 44.32% of the total variance. This is presented in table below. To select the items for the final scale, the items were further re-examined, the pattern of loading less than 0.40 were dropped and items loaded with 0.40 in two or more factors were removed from the list. This further reduced the items from 61 to 38 items with 5 factors having Eigen value greater than 1.

**Table 2: Total Variance Explained**

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Total	% of Variance	Total	% of Variance
1.Organizational Issue	12.647	18.598	18.598	8.752	12.871	12.871
2.Government Related Issue	7.638	11.232	29.830	6.232	9.165	22.036
3.Societal Issue	3.799	5.586	35.416	5.914	8.697	30.733
4.Teacher Related Issue	3.270	4.809	40.225	4.638	6.821	37.554
5. Professional Issue	2.781	4.090	44.315	4.597	6.760	44.315

**Table 3: Rotated Component Matrix**

S/N	Items	Components				
		1	2	3	4	5
	<b>Organizational Issues</b>					
1	Teachers are not provided with adequate instructional materials and equipment	.802				
2	General condition of	.790				

	infrastructure in schools is poor.				
3	Schools are not well secured	.708			
4	Classrooms are crowded	.678			
5	Many school buildings are dilapidated	.677			
6	Schools are not well equipped with basic facilities to enhance teaching	.635			
7	Teachers do not have good office buildings and facilities	.624			
8	Teachers are not provided with ICT resources in schools	.616			
9	Poor relationship between teachers and their colleagues at work	.548			
10	Teachers teach too many subjects including those outside their disciplines	.503			
11	Inadequate or lack of consultation of teachers by school administration in decision making	.496			
	<b>Government (or stakeholders) issues</b>				
12	The professional training given to pre-service teachers is inadequate	.625			
13	Teachers are unable to meet their needs with their basic pay	.611			
14	Teachers salary is poor when compared to other professions in the society	.610			
15	Teachers' salaries are not paid as at when due	.525			

16	Teachers receive little or no continuing in-service training	.542			
17	Teachers receive little or no allowances	.505			
18	Teachers do not enjoy regular promotion compared to other professions	.503			
19	Poor attitude of school inspectors and supervisors towards teachers	.502			
20	Many teachers have little or no basic ICT knowledge	.474			
21	Teaching profession attracts low entry standard	.454			
22	Enough incentives are not provided for the professional development of teachers	.439			
	<b>Societal issues</b>				
23	Teaching has a low status when compared to other professions in the society	.709			
24	Poor relationship between teachers and parents	.662			
25	Teaching profession receive little or no recognition in the society	.530			
26	Members of the society look down on teachers	.513			
27	Inadequate or lack of financial responsibility by parents of students from low socio-economic status	.495			
28	Lack of parental involvement in children' education	.483			

<b>Teacher -related Issues</b>					
29	Some teachers fail to develop themselves professionally			.657	
30	Some teachers lack professional skills			.591	
31	Some teachers display poor knowledge of subject matter			.557	
32	Some teachers do not consider teaching as a noble profession			.520	
33	Teachers display poor attitude towards the teaching profession			.509	
34	Some teachers lack good communication skills			.507	
35	Lack of professional commitment by teachers			.455	
<b>Professional Body Issues</b>					
36	Teaching professional body does not enforce the ethics of the profession				.474
37	Teaching professional body is not effective in regulating entrance into the profession				.468
38	Teaching professional body is weak				.458

Factor 1, represents Organizational Issues (eigen value = 12.647) with 11-items (e.g teachers are not provided with adequate instructional materials and equipments) was responsible for 18.59% of the common variance. Factor 2, represents Government-related issues (eigen value = 7.638) with 11-items (e.g teachers salaries are not paid as at when due) was responsible for 11.23% of the common variance. Factor 3, represents Societal issues (eigen value = 3.799) with 6-item (e.g lack of parental involvement in children's education) was

responsible for 5.59% of the common variance. Factor 4, represents Teacher related Issues (eigen value = 3.270) with 7-items (e.g Some teachers display poor knowledge of subject matter) was responsible for 4.81% of the common variance. Factor 5, represents Professional body's issue (eigen value = 2.781) with 3-items (e.g Teaching professional body does not enforce the ethics of the profession) was responsible for 4.09% of the common variance

### Research Question 3:

What is the construct validity of the Teaching Professional Problems Scale (TPPS)?

The construct validity of the TPPS is presented in Table 4.

**Table 4. Intercorrelations of Scales for the Teaching Profession Problems Scale**

Factor	1	2	3	4	5
Organizational issues	(0.832)				
Government(stakeholders) Issues	.972**	(0.776)			
Social issues	.943**	.921**	(0.831)		
Teachers- related issues	.930**	.954**	.843**	(0.815)	
Professional body issues	.884**	.873**	.844**	.774**	(0.815)

**Note:** Figures at the diagonal in parenthesis represent the internal consistencies (Cronbach alpha) coefficients of the factors in TPPS: \*\*  $P < .05$  (2 tailed).

To establish the construct validity of the Teaching Professional Problem Scale (TPPS), the Pearson product moment correlation coefficients were computed between its five subscales. For the most part, the subscales' correlations showed in Table 4 were positive and significant at 0.05 levels ranging from .774 to .972. High correlations were observed between the subscales which show that there was good relationship between the subscales in order to establish the construct validation of the Teaching Professional Problem Scale (TPPS).

### Research Question 4:

What will be the reliability of the Teaching Profession Problem Scale (Internal consistency and Split half)?

The items obtained from the factor analysis were tested for their reliability using the item-total correlation to item analyze them. Item for each scale were analysed separately. The overall internal consistency reliability coefficient (Cronbach alpha) for the Teaching Profession Problems Scale was 0.919. The internal consistencies obtained for each of the five factors is shown in Table 4 in parenthesis.

Factor 1: Organizational issues = 0.832

Factor 2: Government (stakeholders) issues = 0.776

Factor 3: Societal issues = 0.831

Factor 4: Teachers related issues = 0.815

Factor 5: Professional body's issues = 0.815

Table 5: Split half reliability for Teaching Profession Problems Scale (TPPS)  
Reliability Statistics

Cronbach's Alpha	Part 1	Value	.865
		N of Items	31 <sup>a</sup>
	Part 2	Value	.853
		N of Items	30 <sup>b</sup>
	Total N of Items		61
Correlation Between Forms			.654
Spearman-Brown Coefficient	Equal Length		.791
	Unequal Length		.791
Guttman Split-Half Coefficient			.791

To further establish the consistency of the TPPS, a split half analysis was computed on the items of the TPPS. Table 5 revealed the Split half reliability for the Teaching Profession Problem Scale as 0.865 (Cronbach Alpha) for 31(a) items and 0.853 (Cronbach Alpha) for 30(b) items respectively. The Spearman-Brown coefficient for both equal and unequal length was 0.791 The Guttman Split half Coefficient was also 0.791.

#### Research Question 5:

How tenable is this new model?

A confirmatory factor analysis was used to verify the factor structure of the Teaching Profession Problems Scale that was first obtained from exploratory factor analysis. Maximum likelihood solution was used to verify the relationship between the observable and latent constructs.

Table 6: Goodness-of-fit Test

Chi-square	Df	Sig.
1753.757	229	.000

According to the result in Table 9 above, Chi square ( $X^2$ ) statistics was significant for this model, indicating an inadequate fit of the confirmatory model to the data  $X^2$  ( $df = 229$ ) = 1867.462,  $P < 0.05 = 0$ . It is important to note that large sample size affect Chi-square statistics and will likely produce a significant result in spite of a reasonable fit to the data (Bentler and Bonett, 1980). According to Bagozzi and Heatherton (1994), it is common for measurement model to have unsatisfactory fit when more than four or five items represents each component and sample size is large. In this study one component have 11-items while others are above 5-items. Muller (1996) and Munro (2000) are of the opinion that chi-square less than 3.00 are preferred but other researchers used ratio of chi-square to degree of freedom between 3.00 to 5.00 and above (as pointed out by Salami (2011)). Bollen (1989) emphasized that there is no consensus on what value constitutes a good fit. In this study, the relative Chi-square (1753.757/229) is 7.7. This indicates that the model obtained has a good model fit. Thus the hypothesized model should not be considered untenable.

## Discussion

This study was designed to construct and validate a scale that measures teaching profession problems in Nigeria. This is based according to the problems advanced by Kamoh, Ughili and Abada (2014), and Akinduyo (2014) some of which are low wages, low status in the society, lack of career advancement opportunities, high teacher-pupil ratio, poor work environment, inadequate fringe benefits, lack of professional and in-service trainings, short period of internship, politicizing education, and lack of autonomy by NUT.

The initial phase of this study was the development of 86-items (Teaching Profession Problems Scale) designed to measure the problems confronting the teaching profession in Nigeria. The 86 items had a reliability of 0.91 however only 61 had 0.25 and above (approximately 0.3) total-item correlation. This is in conformity with the recommendation of Nunnally and Bernstein (1994). Thus 61 items were considered good for factor analysis.

A principal component analysis and confirmatory factor analysis yielded five structures representing five major sources of the problems confronting the teaching profession. The five factors accounted for 44.32% of total variance with each factor loading of Eigen value above 1. This is in conformity with the recommendation of Kaiser-Guttman rule. (i.e., the eigenvalue-greater-than-one rule). This finding also corroborated with Woo (2013) whose result showed seven factors which accounted for 42.54% of variance with each factor loading of Eigen value above 1 for the development and validation of Professional Identity Scale in Counselling (PISC).

The five subscales of the Teaching Profession Problems Scale (TPPS) demonstrate adequate internal consistency reliabilities representing the following domains: (a) Organizational Issues (b) Government (or stakeholder) Issues, (c) Societal Issues, (d) Teacher-related issues, and (e) Professional body issues. The construct validity of TPPS subscales was established using the subscale intercorrelations. To establish the construct validity of the Teaching Profession Problems Scale (TPPS), the Pearson product moment correlation coefficients were computed between its five subscales. For the most part, the subscales' correlations were positive and significant at 0.05 levels ranging from .774 to .972. High correlations were observed between the subscales which show that there was good relationship between the subscales of the Teaching Profession Problems Scale (TPPS).

The overall internal consistency reliability for the Teaching Profession Problems Scale (TPPS) was 0.91 (Cronbach's Alpha). The Split-Half Coefficient is 0.791 (Guttman), and the Spearman-Brown Coefficient for both equal and unequal length is .791. The internal consistency of the subscales ranges from 0.776 to 0.832. Findings from this study indicate that the psychometric properties for Teaching Profession Problems Scale (TPPS) are reliable and valid measure for problems confronting the teaching profession in Nigeria. The findings demonstrated that the subscales of Teaching Profession Problems Scale (TPPS) are internally consistent, well inter-correlated, and have a good construct validity.

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