

Factors Influencing Pre-Service Chemistry Teachers' Choices to Become Service Teachers in Nigerian Secondary School System

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Abstract

Teaching is a job for a person whose mind is alert, whose intelligence is superior and whose opinion is pontific. These are the very parameters for dignity and respect. Conversely, a country's level of development and growth depends on the quality of education given to its citizenry by the teachers, and as such, teachers' attitude, willingness, motivation, perception of the teaching profession and love for the teaching profession would go a long way in achieving the desired national growth. It is unfortunate however that given the enormous responsibilities bestowed on the teacher by his calling and society, his condition of service particularly in Nigeria remains pitiable and interests in choosing the teaching profession dwindles as times go by. To this end, this research explored the factors influencing pre-service Chemistry teachers' choices to become service teachers in Nigerian Secondary School at Federal University, Oye-Ekiti, Nigeria. The study adopted quantitative method using descriptive survey. A survey Questionnaire was the main instrument used to solicit primary data from the respondents. The items of the survey questionnaire were developed on the basis of factors influencing students' choice of teaching as a profession, which were themed under student-related factors, status of teaching profession in Nigeria and nature of Chemistry.

One hundred (100) Chemistry Education students at FUOYE were selected using purposive sampling technique to select respondents from 100 level, 200 level, 300 level and 400 level to participate in the study. Descriptive and inferential statistics were used to analyze the data collected. The study unraveled that, among others, poor salary packages, the level of professionalism and peer influence were the major factors hindering pre-service Chemistry teachers' choices to become service teachers in the Nigerian Secondary School System. The study recommended that government should prioritize teachers' welfare by giving them a pay equivalent to what their counterparts earn in other advanced countries, also, professionalism of teaching profession should be enhanced and taken seriously while ensuring a special allowance package for science teachers to boost their morale on the job.

Keywords: Pre-Service Chemistry Teachers, Teaching Profession, Professionalism, and Poor Salary Packages

1. Background To The Study

The global claim that education is a major sure and potent instrument for the attainment of sustainable development in all human society today cannot be over-emphasized. Education is conceived as a powerful agency which is an instrument of bringing about the desired changes in the social, economic and cultural life of a nation and enhancing national growth and development [1]. Education is the key to participating in the highly competitive economy of the 21st century. It fosters scientific and technological

advancement which are the modern day indices for national development. Education can be defined as the total process of human learning by which knowledge is imparted, faculties trained and skills developed [2]. As important as education is to personal and national development, its effect can only be felt if the citizens acquire skills and knowledge that would enable them contribute their quota to their immediate family and the society at large. Developing countries face series of extra-ordinary problems among which are abject poverty, ignorance, to mention but few,

the solution of course, lies in proper education of the citizenry [3]. Explained that education helps cushion high rate of literacy effect, emancipate the masses from the shackle of ignorance, equipping them with cognitive skills to induce national growth and development, make them aware politically, economically, socially and enable them produce and develop teaming human resources, producing caliber of personnel imbued with skills for productivity. The teacher is the pillar of educational development. A country's level of development and growth among other things is hinged on the quality of education given to its citizenry by the teacher. On this premise, teachers' attitude, willingness, motivation, perception of the teaching profession and love for the teaching profession should be taken into consideration. For education to serve its purpose, teachers have an important role to play in the implementation of the objectives and goals. No educational programme can be effectively implemented and achieved without teachers. It is important for the educational sector to have willful and talented teachers who will help to promote educational system which is almost at the dead point especially in Nigeria. Teachers constitute the most essential body of personnel within the educational system. They transmit accumulated knowledge of the present to generations upon generations and thus interpret this information with reference to the past with the view to modify the future. This responsibility is the professional role/duty of the teacher in the formal school setting. Given the enormous responsibilities bestowed on the teacher by his calling and society, his condition of service remains pitiable.

In fact, parents and indeed the society need to be educated to understand the realities about teacher and the teaching profession. It had never occurred to them that this negative and low rating of teachers have a boomerang effect on the educational system, pre-service teachers and the society at large. This study relates to professional autonomy. Teaching has often been regarded, and generally referred to as a profession. Profession 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 [4]. The question is not only whether teaching is a profession but also does it enjoy the prestige of professionalism as seen in medicine, law, Engineering, Accountancy and other professional field. Ascribing a perfect professionalism to teaching will help boost 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, among others 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. Teaching is seen as unskilled job meant for women, the old and the poor [5]. 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 believe about teachers might contributes to some extent the negative attitude of students towards teaching profession. Some education students have the attitudes

and perception of the teaching profession as a dumping ground for less intelligent students and they see it as a stepping stone towards better occupation. This set of people lack dedication, respect for the value and objectives of the teaching profession and this constitute a stumbling block in the channeling of ideas for authentic and genuine career development. Federal Government of Nigeria (2014) in the National Policy on Education stated the cardinal objectives of education which are achievable by the teachers to include:

- The inculcation of the national consciousness and National Unity.
- The inculcation of the right types of values and attitudes for the survival of the individual and the Nigerian Society.
- The training of the mind in the understanding of the world around the acquisition of appropriate skills and abilities, competencies both mental and physical as equipment for the individual to live in and contribute to the development of the society. In line with the national educational objectives the policy outlined educational objectives for the primary, post primary and Higher education. Among all these objectives, the teacher is directly involved to the fulfillment of each goal.

Consequently, the attitude of students towards teaching profession however might be connected to the government attitude towards teaching profession. Government lay much emphasis on other sectors such as health, agriculture, commerce and industry, politics, among others, by allocating huge amount of annual allocation to them with just little given to education sector. Teachers are not properly paid; salary is meager compared to other workers. This demoralizes would be teacher resulting to display of negative attitudes towards the profession. Additionally, dilapidated structures in the school, lack of offices, over-crowded classrooms and over-loaded teaching schedule failed to attract the attention of government. The situation is such that teachers find it difficult and shameful to appear before any social gathering and introduce themselves as teachers. Such a situation has resulted in most students' negatives attitude towards teaching profession. Parent seeing that teaching profession does not accord any respect followed by poor salary, do not advice their children to go into it despite that they are the nation builders. There have been some attempts to explain students' negative attitudes toward the teaching profession. A report by Smith, leader of the Association of Teachers and Lecturers (ATL) indicated that secondary school learners believe teaching jobs offers too much stress and too little pay, unlike other prestige professions such as medicine, law, engineering and accountancy. A study by Takalani Mashau, H.N. Mutshaeni, and Lufuno Reginald Kone, (2015) showed that poor working conditions, lack of resources, and low salary package that did not correlate with the workload, contributed to teachers' attitudes toward the teaching profession. Teacher preparation is a part of teachers' training. Teacher preparation requires pre-service teachers to develop their teaching skills, classroom-related skills, communication skills, collaborative learning and classroom management skills as well as their cognitive skills, task management skills and solution-seeking skills [6].

Teacher education programs aim to educate undergraduate students by applying pedagogical and content knowledge and developing students' academic needs [7]. Pre-service teachers perceived service teaching as the process of knowledge transmission from the teachers to the learners. Teacher education programs thus, prepare pre-service teachers for the real classroom experience; the teacher education programs may include education on classroom management, the use of effective teaching and instructional methods, and training on the proper use of instructional aids and materials for effective transmission of knowledge [8]. The duration of pre-service teaching could affect the quality of new teachers, their stress level, vicarious learning, teaching performances and motivation, commitment to the teaching profession (Erawan, 2011), mindfulness [9-12]. Qualified pre-service teachers should possess necessary skills among which may include cognitive skills, task management skills, stress management skills, during their internship that would assist them in achieving memorable teaching experience. The mastery of teaching, classroom management, in-depth understandings of subject content and constructive feedback during instruction are related to professionalism and are considered cultivatable skills in the teaching arena of profession [11]. Much research has attempted to understand pre-service teachers' experiences, motivation, incentives and reasons to become teachers, these reasons vary depending on pre-service teachers' background, perceptions and motivations. There were intrinsic, extrinsic and altruistic motives for choosing the teaching profession [13]. In Nigeria today, there seems to be a drastic shortage of professionally trained teachers due to lack of governmental support to the education sector of the country, lack of instructional and teaching aids, drastic financial condition, brain-drain, lack of a professional respect for the teaching profession, poor condition of service, poor state of Nigerian schools among others. Chemistry is observed by as a fundamental science that is necessary for the understanding of most other field in education. Fishbein stressed further that no other subject forms such a strong force among the various branches of science. Chemistry education is the study of teaching and learning chemistry [14].

It is one of the subset of STEM education or discipline-based education research (DBER). Topics in chemistry education include understanding how students learn chemistry and determining the most efficient and effective method to teaching of chemistry as a subject. This course of study is offered in several universities in the faculty of Education in Nigerian universities like Federal University, Oye-Ekiti (FUOYE) where the Bachelor degree in Education is awarded to education students and in Nigerian colleges of Education where the National Certificate of Education is issued to education students. Chemistry education is important because the field of chemistry is fundamental to our world. The universe is subject to the laws of chemistry, while human beings depend on the orderly progress of chemical reactions within their bodies. Pre-service teachers studying chemistry education in Nigerian universities are required to be excellent student in chemistry A-level. The A-level chemistry curriculum is known to be challenging, with complex and abstract concepts requiring difficult problem solving skills. This can be intimidating for

students who may not have a strong foundation in basic Chemistry or are struggling academically with the subject. In accordance to some factors as stated coupled with factors such as low wage, high stress involvement, lack of interest and motivation, many pre-service chemistry teachers will rather not become service teachers in the Nigerian secondary school system. Moreover, due to the abstract nature of the subject, the basic foundation and knowledge of chemistry teaching is not mastered by these students, thus making it highly difficult to deliver subject contents efficiently and effectively to secondary school students. This research study is adequately aimed at studying and finding out the major contributing factors influencing the choices of pre-service chemistry teachers to become Nigerian Secondary School in-service teachers with the main objectives of contributing to the body of academic knowledge particularly in South western region of Nigeria by providing educators and Nigerian Union of Teachers with valuable information about the factors contributing to the pre-service chemistry education students' choices to become service teachers, this information if properly utilized would guide the educators on the appropriate counsel and guidance to be given to the pre-service teachers to effectively aid their decision making process, thereby curbing the challenges effectively.

1.1. Statement of The Problem

Vesna Ferk Savec, Bernada Urankar, Maija Aksela and Iztok Devetak (2017) studied "Prospective chemistry teachers' perceptions of their profession' the state of the art in Slovenia and Finland" in University of Ljubljana, Faculty of Education, Slovenia and University of Helsinki, Faculty of Science, Finland. The main purpose of the paper was to present Slovenian and Finnish prospective chemistry teachers' perceptions of their future profession, especially with regard to their understanding of the role of the triple nature of chemical concepts (macro, sub-micro and symbolic) and their representations in chemistry learning. A total of 19 prospective teachers (10 Slovenian, 9 Finnish) at master's level in chemical education participated in the research. The prospective teachers' opinions were gathered using an electronic questionnaire comprising six open-ended questions. The study revealed many parallels between Slovenian and Finnish prospective chemistry teachers' perceptions of their future profession and their understanding of the role of the triple nature of chemical concepts, especially particle representations, in chemistry learning. The researchers found that prospective teachers from both countries believed that personal characteristics are the most important attribute of a successful chemistry teacher. Thus, they highly value teachers' enthusiasm for teaching and the use of contemporary teaching approaches in chemistry. The study is different from the present research in that, it was conducted in a different clime and electronic questionnaire was used in gathering data for the study [1]. also examined "Attitude of Students towards Teaching Profession in Nigeria: Implications for Education Development" in Ebonyi State University, Abakaliki, Ebonyi State, Nigeria. The study was conducted to ascertain attitude of 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. 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. While this study was conducted in a Nigerian university in similarity to the present study, it was based on students' attitude toward teaching profession in Nigeria and not on factors affecting pre-service teachers from becoming service teachers, particularly in chemistry [15]. studied "Factors Contributing towards Studying Education Related Courses in Institutions in Kwara State, Nigeria: Implication on Teaching Profession". It was found that in the past, students admitted to study education related courses in the institutions are full of zeal and motivation to learn and practice as a full-fledged professional teacher. Unfortunately, there is a significant reverse in the scenario as pre-service teachers are not willing to practice in recent years. This paper examined the perception of pre-service teachers towards their career choice in studying education related courses in institutions in Kwara State, Nigeria. The factors in this study were grouped based on personal interest, referral, professional status and job-related factors. The correlational research of the survey type was used to gather information from the population from the federal, state and private colleges of education in Kwara State.

Students totaling 220 were randomly selected from seven institutions to respond to the questionnaire items. The results indicated that participants have fractional attitude towards choosing teaching profession choice as many students were in the college due to referral. The study was similar to the present study; however it was not specifically conducted on a particular course/subject matter as carried out in this present research. From the afore-mentioned, none of the researchers specifically examined the factors affecting pre-service chemistry choices to become service teachers, neither was any of the researches conducted in Ekiti-State, to this end, the present research seeks to establish the status of pre-service chemistry teachers in FUOYE and their perception of the teaching profession, through the use of questionnaire as the research instrument. This will assist in adding to the body of academic knowledge because such research has not been carried out in Federal University Oye before, equally, those factors that can influence or limit pre-service Chemistry teachers' choices to become service teachers in Ekiti state, Nigeria will be identified and likely suggestions for addressing the challenging will be suggested.

1.2. Objectives of the study

The general objective of this study is to find out the factors affecting pre-service chemistry teachers' choices to become service teachers in Nigerian Secondary School system. To determine the contributing factors influencing the choices of Chemistry education students to become service teachers; specifically, the objectives are:

1. To study the contributing factors and identify the positive and negative factors.
2. To assess the extent to which these factors affect chemistry education students' choices to become Nigerian secondary

school in-service teachers.

1.3. Research Questions.

The study was guided with the following research questions;

1. Do poor salary system, low wages and gender affect chemistry education students' choices to become Nigerian Secondary School in-service teachers?
2. To what extent do the status of Nigerian teaching profession and students' interest in teaching affect the choices of chemistry education students' choices to become Nigerian Secondary School in-service Chemistry teachers?
3. Do chemistry education students shun away from becoming in-service Chemistry teachers in Nigerian Secondary school system due to the difficult and abstract nature of the subject?

1.4. Research Hypothesis.

This research study was guided by the following hypothesis;

- **HO₁**
Significant relationships do not exist among the poor salary system of teachers, low wages, gender and chemistry education students' decision to become in-service teachers in Nigerian Secondary school system.
- **HO₂**: No significant relationships exist among the status of teaching profession in Nigeria; students' interest in teaching and chemistry education students' choices to become service teachers in Nigerian Secondary school system.
- **HO₃**: There is no significant relationship between the nature of Chemistry and chemistry education students' decision to shun away from teaching Chemistry as a subject in Nigeria.

2. Methodology

The research was descriptive in nature as it was measuring the current beliefs and perception of the students regarding the factors that may be affecting their choices of profession. Thus, the researcher made use of the quantitative approach to describe the beliefs and perception of the students regarding the influence of the factors afore-mentioned may have on their choice of teaching as career. The population of the study comprised of all the students studying Chemistry Education as a course of study at Federal University, Oye-Ekiti, Ekiti state. The totality of these is 224 students. The sample consisted of 300L and 400L Chemistry Education students purposively selected from science education department, Federal University, Oye-Ekiti. The totality of these students in number is 100 students. This sample was coined from the total population because these sets of students will soon graduate and have the immediate need to choose to become service teachers or otherwise.

2.1. Research Instrument/Administration of instrument

For the accomplishment of the research objectives of this study, the researcher administered a questionnaire for the students studying Chemistry Education at FUOYE. A survey researcher designed questionnaire titled 'Questionnaire on the factors affecting the pre-service Chemistry teachers' choices to become service teachers' (QFFPCT) was used for data collection from the

students. The questionnaire was made up of two sections, section “A” dealt with the bio data and the section “B” had 15 statements which the respondents had to mark according to their views. The items of the survey questionnaire were developed on the basis of factors influencing students’ choice of teaching as a profession, which were themed under student-related factors, status of teaching profession in Nigeria and the nature of Chemistry. Informed consent forms were issued out to students to obtain their willingness to participate in the research. Thereafter, a total of about 100 questionnaires were administered to the third year and final year students studying Chemistry Education as course of study at the Faculty of Education, FUOYE. The questionnaires were filled out by these students after it has been hand-delivered to them by the researcher. After completion, the researcher collected the questionnaires from the respondents for data analysis on the same day to avoid loss or misplacement of the research instrument.

2.2. Data Analysis Technique

After the collection of the questionnaires, the responses were edited and coded. This was done to ensure consistency and uniformity in the processing of the data. The data were analyzed using the statistical package for social sciences (SPSS). Descriptive statistics was done on the background characteristics of the respondents. After which mean and standard deviation were used in the analysis of factors influencing the choices of pre-service Chemistry teachers to become in-service teachers in Nigerian secondary school system. Pearson product moment correlation was used to test the hypothesis at 0.05 level of significance

3. Results And Discussion

Analysis of Demographic Data of Pre-service teachers

Level	Male	Female	Total
300	20	30	50
400	18	32	50
Total	38	62	100

Table 1: Characteristics of the pre-service chemistry teachers

Table 1 shows that a total of one hundred (100) pre-service chemistry teachers were surveyed in this study. The pre-service chemistry teachers were sampled from the department of science

education, Federal University Oye-Ekiti. A total of thirty-eight (38) male students and sixty-two (62) female chemistry education students from 300 and 400 levels were sampled respectively.

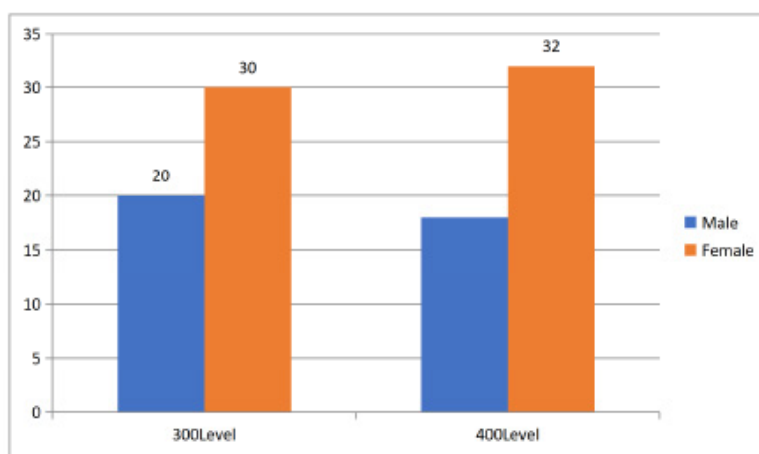


Figure 1: Gender representation of pre-service chemistry teachers by levels

Figure 1 shows that a total twenty (20) male and thirty (30) female representing 50% were sampled from 300level of chemistry education program. The 400 level students who participated in this study were eighteen (18) male and thirty-two (32) female representing 50% of the sampled study.

3.1. Analysis of Research Questions

Research Question 1: Do poor salary system, low wages and gender affect chemistry education students’ choice to become Nigerian secondary school in-service teachers?

Student- teachers were asked whether they agreed with statements that described the influence of poor remuneration and gender on their choice of becoming a chemistry teacher. Following usual practice, the responses was provided through a 4 point scale spanning from ‘Strongly Agreed’ to Strongly Disagreed’. The questionnaire used both positively and negatively framed statements, i.e. where common perceptions of good influence might be expected to provoke agreement or disagreement. Table 2 shows the responses.

S/N	Statements	SA	A	SD	D
1	The salary of teachers is satisfactory, so I would love to be chemistry teacher	20	10	50	20
2	Teaching is the best profession for females	40	25	22	13
3	Male chemistry teachers are employed than the female	15	25	32	28
4	Male chemistry teachers are highly intelligent than the female teachers	20	18	30	32
5	The minimum wage of teaching profession is discouraging	86	10	2	2

Table 2: Influence of poor remuneration and gender on pre-service chemistry teachers choice of becoming in-service teachers

Table 2 revealed that pre-service chemistry teachers would not like to become a chemistry teacher because of the salary of teacher which is not satisfactory. Only 30% claim to either agreed or strongly agreed to be a chemistry teacher with the meager salary while larger majority (70%) either disagreed or strongly disagreed that the salary of teachers is satisfactory and so would love to be a chemistry teacher. However, majority (65%) believed that teaching is best profession for females while 60% disagreed that male chemistry teachers are employed than the female. The pre-

service chemistry teachers claim that female teachers are highly intelligent than their male counterpart. Almost all (94%) agreed that the minimum wage of teaching profession is discouraging.

Research Question 2: To what extent do the status of Nigerian teaching profession and students' interest in teaching affect the choices of chemistry education students' choices to become Nigerian Secondary School in-service chemistry teachers?

S/N	Statements	SA	A	SD	D
1	The level of professionalism in the teaching profession is high, so becoming a chemistry teacher is good	20	10	40	30
2	Poor status of Nigerian teaching profession does not encourage one to become a teacher	40	45	10	05
3	Being a chemistry teacher has always been my dream job	17	13	32	38
4	Back in secondary school, I like my chemistry teacher, so I'd like to be like him/her	29	38	20	13
5	I'd like to be a chemistry teacher; because my parents are teachers	15	18	35	32

Table 3: Status of teaching profession and students' interest on choices of pre-service chemistry teacher to become in-service chemistry teachers

Table 3 shows that the level of professionalism in the teaching profession is low and may discourage pre-service teachers from becoming a teacher. Also, larger majority (85%) either agreed or strongly agreed that poor status of Nigeria teaching profession does not encourage one to become a teacher. 70% of the pre-service chemistry teacher either disagreed or strongly disagreed that being a chemistry teacher has always been their dream job. Although, 67% of the pre-service chemistry teacher claimed to like their chemistry teacher back in secondary school and would

like to be like him/her, the same percentage of respondents also claimed that they will not like to be a chemistry teacher because their parents are teachers.

Research Question 3: Do chemistry education students shun away from becoming in-service chemistry teachers in Nigerian Secondary School system due to the difficult and abstract nature of the subject?

S/N	Statements	SA	A	SD	D
1	The brain work required for teaching is high; so I would like to be a chemistry teacher after my studies	16	20	39	25
2	Chemistry is an easy subject, so if I have the chance to be a chemistry teacher, I'll take it	22	14	40	24
3	Chemistry requires special intellectual talents and a too much effort to be understood	35	38	15	12
4	Teaching chemistry is simple, fun and interesting	24	35	21	20
5	Chemistry is abstract and difficult to comprehend	29	30	26	15

Table 4: Influence of abstract and difficulty nature of chemistry on pre-service chemistry teacher's choice of becoming in-service teachers

Table 4 above shows the influence of the difficult and abstract nature of chemistry on the choice of pre-service teachers to become a secondary school teacher. The pre-service teachers believed that the brain work required for teaching is high and so would not like to be a chemistry teacher. They claimed that chemistry is not an easy subject and if they are chanced to be chemistry teachers, they would not take it. Majority (73%) of the pre-service chemistry teachers claimed that chemistry requires special intellectual talents and too much effort to be understood. Despite the fact that the pre-

service teachers (59%) claimed that teaching chemistry is simple, fun and interesting, the same percentage (59%) also claimed that chemistry is abstract and difficult to comprehend.

3.2. Testing of Hypotheses

Hypothesis 1: Significant relationships do not exist among the poor salary system of teachers, low wages, gender and chemistry education students' decision to become in-service teachers in Nigerian secondary school system

Variable	N	Mean	SD	r	P
Poor salary, low wage and gender	100	19.58	2.50	0.830*	0.000
Decision to become in-service teachers	100	11.80	2.55		

Table 5: Pearson Correlation of influence of poor remuneration and gender on pre-service teacher's choice of becoming a teacher *p<0.05

Table 5 shows that the computed r-value (0.830) is significant at p<0.05 level of significance. The null hypothesis is rejected. This implies that there are significant relationships among the poor salary system of teachers, low wages, gender and chemistry education students' decision to become in-service teachers in Nigerian secondary school system. There is a clear indication the poor remuneration have a significant effect on the choice of

pre-service chemistry teachers in becoming in-service teachers in Nigeria secondary schools

Hypothesis 2: No significant relationships exist among the status of teaching profession in Nigeria, students' interest in teaching and chemistry education students choices to become service teachers in Nigerian secondary school system

Variable	N	Mean	SD	R	P
Teaching practice	100	12.30	1.86	0.739*	0.000
Student's achievement	100	12.53	1.66		

Table 6: Pearson Correlation of status of teaching profession, students' interest and chemistry education students choice to become service teachers *p<0.05

Cursory look at Table 6 shows that the computed r-value (0.739) is significant at p<0.05 level of significance. Thus the null hypothesis is rejected. This implies that significant relationship exist among the status of teaching profession in Nigeria, students' interest in teaching and chemistry education students choice to become a

service teacher in Nigerian secondary school system.

Hypothesis 3: There is no significant relationship between the nature of chemistry and chemistry education students' decision to shun away from teaching chemistry as a subject in Nigeria.

Variable	N	Mean	SD	r	P
Nature of chemistry	100	13.20	1.06	0.578*	0.000
Choice of teaching chemistry as subject in Nigeria	100	12.53	1.66		

Table 7: Influence of the nature of chemistry on pre-service teachers choice of becoming in-service teachers *p<0.05

The result on Table 7 shows that the computed r-value (0.578) is significant at p<0.05 level of significance. This hypothesis is rejected. This implies that there is significant relationship between the nature of chemistry and chemistry education student's decision to shun away from teaching chemistry as a subject in Nigeria.

4. Discussion

It is evident from this study that factors influencing pre-service chemistry teaches choices to become service teachers in Nigeria secondary school system are numerous. Notable of these factors are poor remuneration of teachers in this country and also believed

that the teaching profession for the female gender as more female teachers are employed than their male counterpart. There were also claims that female chemistry teachers are highly intelligent than their male counterpart as reveled in this study. This claim that female teachers are highly intelligent than male chemistry teachers may be as a result of the number of respondents in this study which was positively skewed to favour the female gender. The pre-service chemistry teachers may opt not to become in-service chemistry teacher in Nigeria secondary schools because of discouraging living wage. Another notable factor that may hinder pre-service chemistry teachers is the level of professionalism in the teaching profession

which also influences their choice of becoming a secondary school teacher, either way the poor status of Nigeria teaching profession does not encourage pre-service chemistry teachers to become a teacher. Been a chemistry teacher has not really been a dream of many pre-service chemistry teachers as most of them find their way to study chemistry education as a result of not meeting up with the required JAMB grade for their dream course. Even though, most of the pre-service chemistry teachers like their chemistry teacher in secondary school and would like to be like him but would not like to be a chemistry teacher because their parents are teachers. These findings are in line with previous research work as indicated in the literature review. Despite having a positive attitude towards the teaching of chemistry either seeing chemistry has been simple, fun and interesting, most pre-service chemistry teachers see the subject as being abstract and difficult to comprehend. It is believed that chemistry requires special intellectual talents and too much effort to be understood and even if they have the chance to take chemistry as a teaching job they will decline such offer because they believed that the brain work required for teaching chemistry is high. Pre-service chemistry teachers are gradually been disinterested in taking the job of chemistry teachers in Nigerian secondary schools because of the lackadaisical attitude of Nigerian government towards teacher's welfare. Teachers are not treated like their colleagues in other profession like engineering and medicine. Despite the nature of chemistry been abstract and difficult in nature, pre-service chemistry teachers would still prefer to take a teaching job at the secondary school level if their pay is at par with other noble profession because of the zeal and passion they have for chemistry as a subject [16-20].

5. Conclusion and Recommendation

Based on the findings in this study, the following conclusions were drawn:

- Teachers are poorly remunerated in Nigeria and this is hindering majority of pre-service teachers from join the league of professional teachers. Pre-service chemistry teachers will prefer to opt for a job with good welfares package for staff than to become chemistry teachers.
- Teaching profession is seen as a profession for the female gender as more female science teachers were recruited more than their male counterpart. Also female chemistry teachers seems to be highly intelligent than their male counterpart.
- Teaching is a profession but the poor status of teaching in Nigeria does not encourage pre-service chemistry teachers to choose teaching of chemistry at the secondary school level.
- Chemistry teaching requires special intellectual talents and too much effort to be understood.
- Chemistry looks too abstract and difficult to comprehend when it is not taught with the required practical activities.

Recommendations

The following recommendations were made based on the findings of the study.

- Government should prioritize teachers' welfare by giving them a pay equivalent to what their counterpart earn in other advanced countries. Also, there should be a special allowance

for science teachers to boost their moral on the job.

- There is need to sensitise pre-service chemistry teachers on the importance and contribution of chemistry to national development; additionally, professionalism of teaching profession should be taken seriously.
- Government and curriculum planners should review the chemistry curriculum and introduce more practical activities to make the subject more interesting and fun. Also there should be more time to be added on the school time table for effective teaching and learning of chemistry.

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