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Abstract

Teaching profession is as old as human existence and teachers are producers of experts in all disciplines. However, in a recent study by a PhD student of the Department of Mass Communication, Bingham University which examined the attitude of undergraduate mass communication students towards journalism as a career, one of the panelists raised a question whether the attitude of the students towards teaching was also investigated. Based on that discussion, and the need for teacher-student relationship and process, for teachers and other experts to be produced globally, this study assessed the perception of undergraduate mass communication students of Bingham University towards teaching as a career. Survey research design was used to evaluate the assertiveness of 300 registered students of Mass Communication towards academia. Questionnaire was used as research instrument to elicit data from the respondents. Perception Theory and Theory of Reasoned Action (TRA) were used to anchor the investigation. Data were collected and analyzed using the Google Form and presented in tables, charts and pie charts. Findings of the study indicate that majority of the students would not venture into lecturing after graduation for reasons such as poor remuneration, unconducive environment, inadequate infrastructural facilities and poor conditions of service, among others. For the few who want to teach, their decision was informed by their passion for teaching and not as a result of inspiration from their lecturers or any other motivation. The study therefore, recommends among others that both private and public employers of teachers as well as the legislators in Nigeria should formulate policies and implement same to ensure that the welfare of lecturers is adequately catered for and teachers should also inspire and motivate their students through their own life style and passion for imparting knowledge, in order to make the teaching profession more attractive to the students who may wish to take up teaching as a career.

Keywords: mass communication, Teaching, profession, undergraduate, Bingham University, Career



Introduction

ASUU strike contributes to unattractiveness of teaching profession in Nigeria

During a seminar organized by the Faculty of Communication and Media Studies, Bingham University, a discussion on the subject of teaching ensued, when a panelist (Odoma, 2023) raised the issue of teachers reproducing themselves. At the end of the discussion, a challenge was put forth for a need to investigate the perceptions of the undergraduate mass communication students of Bingham University towards teaching as a career. The panelist shared his experience based on a similar study done in the former Faculty of Humanities, Social and Management Sciences, popularly called HSMS in Bingham University. The study sought the perception of the graduating students of the Faculty of Humanities, Social and Management Sciences, whether or not they would like to come back to Bingham University to work either as lecturers or to work in the administrative section of the University. The result of that study shows that most of the graduating students of the faculty are not willing to come back to Bingham University to work after graduation.

Teaching has remained a controversial profession because different people have diverse views and opinion about it; what it is, why it is, and how many people started their career in it. For some people, they would rather be taught and would not venture into teaching as a

career nor would they teach others. Who is really a teacher? How do people get into this profession which has been regarded as a noble profession by many? Johnson (2023) states "I can hardly explain my motivation beyond saying that I love sharing knowledge". The love of sharing knowledge motivated him into teaching others what he knows. In other words, having acquired knowledge is an integral part of teaching others; and the other aspect of this declaration is the love of sharing the acquired knowledge. Therefore, teaching requires that the one who wants to teach should be knowledgeable in what he wants to teach. Apparently, knowledge alone is not enough, there should a motivating factor to teach. As regards the question of motivation for teaching, Johnson (2023) further states:

"I have loved doing that, (referring to teaching), from birth, I would say, having started an adult learning center on my own when I was 13 to 14 years. I was doing it for free, but the people, very excited and appreciative decided to pay me stipends. That love has remained with me to date."

In the informal setting, everyone gives instructions, guides others and share experience, knowledge, or skills. Teaching originated from God who is the embodiment of



knowledge, wisdom and creativity. God established the need to teach by teaching. God also demonstrated the need to replicate the body of knowledge and wisdom; "Come, let us make man in our image and in our likeness". For many teaching does not have any appeal for them.

Every intention, innovation and development are products of teaching or education. Education is the father and mother of all faculties. Certainly, all great men and women in science and technology, social sciences, humanities, communication and media studies are products of teaching as a profession. Therefore, the importance of education or teaching cannot be over emphasized. Reproducing oneself is the desire of everyone. God the creator says "come", let us make man in our image and likeness. Self-reproduction is very significant in the heart of God. Reproducing oneself is imperative because of the central place teaching occupies in everyone's life irrespective of one's educational attainment. This is why in God's blueprint for our life-long journey, God said; "though I may allow all other afflictions, troubles or hurdles in your way to success, but your teachers will I not remove to a corner, you will always hear a voice behind you saying, this is the way, walk ye in it. As importance as teaching is to individuals, families, nations and in every aspect of our lives, how many students are willing to venture into teaching as a career? The magnificent lecture theatre of the

faculty of environmental Science is a proof to what teaching has done on the minds of great men and women. Our gathering here today to engage in academic discussion is also a product of teaching and learning. No one on the surface of the earth exists without some form of teaching or the other. If teaching is such a great profession that has brought to many amazing discoveries, inventions and development, how many Bingham undergraduate students are willing to venture into academics at the end of their programme of study, in the university? It is on this premise that this study is designed to assess the attitude of the undergraduate of Mass Communication students of Bingham University towards teaching as a career in Communication and Media Studies?

Statement of the Problem

Talking about the importance of teaching, God, being the embodiment of knowledge and wisdom, said "Though I afflict you with all kinds of punishment, but your teachers will I not remove to a corner; you will hear a voice behind you saying, this is the way walk ye in it". This is God Almighty asserting the importance of teaching. In the contemporary time, every great man or woman in all fields of endeavour is a product of teaching and teacher-student relationship. No professor, no doctor of medicine nor of letter exists without teaching. There is no engineer, inventor, or any other kind of innovation without going through the process of teaching. Replicating



oneself is not only an integral part of existence, but also gives a sense of fulfillment, as God said, "Come, and let us create man in our image".

It has been observed that as important as teaching is as a profession, a lot of people do not want to take up teaching as a career. The question remains as to what the perceptions of students are about teaching as a career.

As earlier stated in the introduction, idea about this study started from a seminar organized by the Faculty of Communication and Media Studies where a PhD student presented a paper on the "attitude of the undergraduate mass communication students of Bingham University towards journalism as a career. In the course of the discussion, a panelist raised a question of whether or not the study also investigated the perception of the undergrads of the Department of Mass Communication towards teaching as a career, and particularly, whether or not they would even come back to Bingham University to work either as lecturer or to work in the academia generally. As our amiable father, friend, mentor and an established author and professor formally exits active service as a great producer of knowledge, the curiosity of these researchers has been aroused to investigate the view or assertiveness of the undergraduate mass communication students of Bingham University towards teaching as a career.

Objectives of the Study

The study has two main objectives to achieve which are to:

- 1) Examine the perception of undergraduate mass communication students of Bingham University towards teaching as a career.
- 2) Determine the factors that influence their choice of teaching as a career.

Research Questions

The broad aim of this study is to examine the perception of undergraduate mass communication of Bingham University towards teaching as a career. The following questions are set to guide the investigation.

- 1) What is the perception of the undergraduate mass communication students of Bingham University towards teaching as a career?
- 2) What influences their perception about teaching as a career?

Humans are by nature, constantly inspired by what they see, hear, and by the relationships or company of the people they keep as well as the environment they live in; all of which contribute hugely to their perceptions about things and choices they make.



Conceptual clarifications Teaching

Viewed from many different perspectives, teaching is the process of imparting knowledge, skills, and values to others, typically in a classroom setting. Here, the key word is “imparting” which implies “communicating”, “instructing”, “conveying” or divulging understanding. In other words, teaching is the act of guiding and facilitating learning, often by providing instructions, explanations, and examples.

Teaching is the profession or occupation of a teacher, which includes planning, preparation, and delivery of lesson and assessment of students learning. Teaching is the act of helping someone to acquire information, awareness, understanding, skills, or ability to carry out a task in a particular subject or area. Other scholars see teaching as the process of transmitting and sharing knowledge, expertise, or, information with others, often in a formal or structured manner. However, this process of guiding others to acquire knowledge or understanding is not restricted to a formal setting alone. Informal settings such homes, social environments and other informal fora are equally viable environment or platforms for conveying knowledge or skills.

Every intention, innovation and development are products of teaching or education. Education is the father and mother of all faculties. Certainly, all great men and women

in science and technology, social sciences, humanities, communication and media studies are products of teaching as a profession. Therefore, the importance of education or teaching cannot be over emphasized. Reproducing oneself is the desire of everyone. God the creator says “come”, let us make man in our image and likeness. Self-reproduction is very significant in the heart of God. Reproducing oneself is imperative because of the central place teaching occupies in everyone’s life irrespective of one’s educational attainment. This is why in God’s blueprint (Bible) for our life-long journey, God said; “though I may allow all other afflictions, troubles or hurdles in your way to success, but your teachers will I not remove to a corner, you will always hear a voice behind you saying, this is the way, walk ye in it. As importance as teaching is, to individuals, families, nations and in every aspect of our lives, how many students are willing to venture into teaching as a career?

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students are willing to venture into academics at the end of their programme of study, in the university? It is on this premise that this study is designed to assess the attitude of the undergraduate of Mass Communication students of Bingham University towards teaching as a career in Communication and Media Studies?

Literature Review

Emergence of Teaching Profession

Teaching profession has a long history that dates back to ancient civilization. The origin of teaching profession can be traced to the development of organized societies and the need to pass on knowledge and skills from one generation to another. Some of the key points regarding the origin of teaching profession include ancient civilization, religious and philosophical traditions, formalized education systems, medieval monastic education, emergence of modern school systems, and professionalization of teaching among others.

In ancient civilizations such as Mesopotamia, Egypt, China, and Greece, there were individuals designated as teachers who imparted knowledge to others. These early teachers taught subjects such as Writing, Mathematics, Philosophy and Religious teachings. Similarly, many ancient religions and philosophical traditions emphasized the importance of transmitting knowledge and wisdom in societies influenced by these tradition priests, sages or scholars played the role of

teachers, passing down religious scriptures, moral teachings and philosophical ideas. Furthermore, as societies became more complex (sophisticated), formatted educational systems began to enlarge. For examples in ancient Greece, teaching became a profession with the development of schools such as the academy founded by Plato and the Lyceum established by Aristotle. These scholars employed teachers who were responsible for instructing students in various subjects.

In addition, the Medical Monastic Education emerged. During the middle ages, education was largely around religious institutions, particularly Monasteries and cathedral schools. Monks and priests were the primary teachers, and they provided education mainly or primarily to train future clergy men and women who were teachers; then primarily reproduced themselves. So, how is it today with the teachers in the teaching profession? Are they reproducing today themselves, directly, by way of training their mentees to take over from them or indirectly, by their life style, motivation and inspiration key provide for their students. What is readily happening to the teaching profession today?

Then came the emergence of modern school systems with the constant rise of nation-state, the need for a more standardized and widespread system of education became apparent. Starting from the 16th century in Europe, the



establishment of formalized schools and the teaching profession became more common. Teachers were trained and employed to educate children in various academic subjects. Furtherance to this came the professionalization of teaching in 19th and 20th centuries. During this time, teaching became more formalized profession with the creation of dedicated teachers training programmes, certification processes, and teacher unions or associations.

This professionalization aimed to improve the quality of education and create teaching practices.

Today, the teaching profession continues to evolve, adapting to changing educational needs, technological advancements, and new pedagogical approaches. Teachers play a crucial role in imparting knowledge, shaping young minds, and preparing individuals for their future lives and careers.

Challenges of Teaching in Nigeria

Teaching in Nigeria can be both rewarding and challenging. The education system faces issues like overcrowded classrooms, limited resources, and varying quality of facilities. However, educators have the opportunity to make a positive impact on students' lives and contribute to improving the education landscape. It is important to understand the cultural diversity, adapt teaching methods, and address the specific needs of students to be effective in this context.

Poor Conditions of Service for Academic Staff of Nigerian Universities

Across Nigeria, particularly the Federal and State Universities have witnessed several strike actions resulting in complete shutdown of academic activities for many months. The most recent one lasted for eight (8) months which is a whole academic session (Alibi, 2021).

According to the United Nations Educational Scientific and Cultural Organization (UNESCO, 2023), member states are expected to allocate 26% of their annual budget to educational development. However, over the years, the Nigerian government has never met the minimum benchmark for educational budgetary allocation. This has resulted in poor educational development and general welfare of the lecturers in the Nigerian Universities.

Oshodeke (2023) affirms that Nigeria is the only country with the least remuneration for Professors globally. This explains why many professors and other professionals in Nigeria leave the country for greener pastures, popularly known as "japa". Oshodeke (2023) further ascertains that the 2024 budgetary allocation to education in Nigeria is 7.9% which is far below the benchmark approved by the UNESCO (2020). This situation has led to the "japa syndrome" which has led to overwhelming brain drain in the university system in Nigeria.



Oshodeke (2023) adds that poor funding of the educational sector in Nigeria is the reason for dilapidated infrastructures and other deplorable condition of facilities in the tertiary institutions. This is also responsible for low ranking of Nigerian Universities on the global landscape. The budgetary allocation in the educational sector falls short of expectation, therefore, professors from other countries cannot be attracted to come to Nigeria. Even Rwanda pays professors far more than professors in Nigeria are paid. While Rwanda pays professors \$3,000. Nigeria professors earn between \$200 to \$300 (Punch, Dec 12, 2023). Similarly, this situation has made lecturing very unattractive to younger generation of potential lecturers or teachers in the Nigerian educational system (Ogunode, Jegede, and Abubakar, 2022).

Similarly, Ogunode, Jegede, and Abubakar (2022) identified some of the problems facing the academic staff of Nigerian universities which include poor infrastructural facilities, strike actions, insecurity, poor computer literacy and poor research funding. Others include inability of the Federal Government of Nigeria to keep its part of several agreements concerning the need to improve infrastructural facilities and conditions of service for all the staff of the federal and state universities in Nigeria. Therefore, the situation does not motivate those who are already in the system to put in their best; the situation also discourages many young people from venturing

into teaching or lecturing as a career (Adavbiele, 2022).

Founding Fathers of Teaching (Education)

There are great figures that have made great impacts in teaching as a profession. They are referred to as fathers of teaching. Fathers of teaching or education here refer to influential people who have made significant contributions to the field of education and teaching. Here are some notable “fathers” of teaching.

Plato, an ancient Greek Philosopher noted for “active and engaging” form of teaching, that stresses the importance of critical thinking and questioning, has educational philosophy centres on developing well-rounded individuals who can think for themselves and contribute to the development of the society. Jean-Jacques Rousseau, a French philosopher; his emphasis is on the importance of individualized learning and natural development. Every child is unique and therefore teaching is tailored to each child’s unique abilities and interests. Johann Heinrich Pestalozzi, a Swiss educator advocated for holistic and experiential approach to teaching and learning through observation and direct experiences, rather than through memorization.

Fredrick Froebel, a German educator noted as the father of kindergarten emphasizes early childhood education. Children should learn through play and creativity and socialization. John Dewey, an American Philosopher and



Psychologist, was a leading figure in progressive education. He believes in student-centred approach to learning, such that students engage with their surroundings and learn through hands-on experiences. Among others, these individuals have played significant role in shaping modern educational practices and philosophies. Their great ideas continue to influence how teachers of today teach and impact students.

Theoretical Framework

Two (2) theories are adopted to anchor this study, namely, Perception Theory (PT) of communication and the theory of reasoned action (TRA).

Perception Theory

Perception theory is supported with a significant postulation that humans have multidimensional technique of making choices, consolidating, and deducing sensual motivation into an expressive and logical image of the world, people and happenings around them. This involves a purposive process of discriminatory exposure that enables them to pay attention to media messages or any other messages which are either in agreement or otherwise with a conceived assertiveness, fussy reflection to certain aspects of both media and interpersonal messages that are in consonant with strongly held philosophies or behaviour. This suggests that humans are rational beings and constantly

exposed to happenings and conversations that influence their decisions and choices they make on a daily basis.

B. Berelson and G.A Steiner advocated Perception Theory in 1964. Since then, the theory has undergone many reviews, some of which assert that the media as well other forms of communication expect audiences to ruminate on the messages being disseminated, engage the contents and make appropriate changes in attitudes, beliefs as well as produces the desired behavioural responses. In essence, the theory holds that the procedure for construing messages is multifaceted and that the goals may be difficult to achieve.

Furthermore, Berelson and Steiner (1964) emphasize that opinion or perception is a multifarious process through which people select, organize and interpret sensory stimulation into meaningful and coherent picture of the world. The criticism identified two forms of influences on human perception such as organizational and well-designed influences. While physical influences on perception emanate from the physical aspect of the stimuli to which individuals are being exposed, practical influences refer to the psychological factors that impact perception and therefore presents prejudice into the process.

Similarly, according to Severin and Tankard (2001), there are three types of perception which are selective exposure, selective



attention and selective retention. Selective exposure deals with the tendency for individuals to expose themselves to those communications that are in agreement with their existing attitudes and to avoid those that are not. Agreeably, though arguable from other perspectives, the notion of selective exposure follows from Festinger (1957) theory of cognitive dissonance which suggests that one way to reduce dissonance after making a decision is to seek out information that is in consonant with the selection or the choice that has been made. While selective attention is the tendency of individuals to pay attention to those parts of a message that are in consonant with strongly held beliefs, attitudes or behaviours and to avoid those parts that go against strongly held attitudes, beliefs and behaviours. Selective retention is the tendency for the individuals or audience to recall information to be influenced by wants, needs, attitudes and other psychological factors.

With strongly held views from the standpoint of socio-psychology, perception theory is relevant to this study because students perceive teaching as a career from different perspectives. The undergraduate mass communication students are humans who have their own interpretation or attitude towards journalism. While some students may view journalism as a career of high interest and passion, others may not see it in that light at all. This depends to a very large extent on the student's level of exposure to

information or interaction about the subject. Also, the general psychological make-up of the student plays a significant role on the way such a student perceives the information he or she receives as well as a personal conviction about journalism as a career.

Theory of Reasoned Action

Some of the interesting things or reasoning about this theory is how it works in real life situation. It is about influence, persuasion, and reaching out in order to help people to realize their dreams in life. This is an area of communication whereby communication scholars and scholarship affect live and make all the difference in behaviour change.

It is worthy to note that theories are important because they are the basis for informed campaigns. Theories also help in creating effective messages. Humans are rational beings whose actions are predicated on reasoning and critical thinking. The theory of reasoned action raises the question of how attitude relates to action. It focuses on how attitude influence choices and the actions that people take.

The initial authors of this theory are Martin Fishbein (1936 – 2009) and Icek Aizen, a professor of psychology who happened to be one of Fishbein's former students. This is a professor-student kind of relationship or lecturer-student scholarship. This theory has dual application in this study; the first is that it applies directly to the topic of



the study which has to do with the attitudes and the choices people make, and the second one is the influence teacher-student relationship has on the choices of career students make, and indeed, other choices mentees make as a result of the influence mentors have on them. Fishbein was a notable health communication scholar and the primary author of the theory of reasoned action. When they got together in 1960s and 1970s, Fishbein's influence on Aizen as a scholar and mentor created a lifelong relationship both in scholarship and personal life.

The implication of this theory is that teachers' life style and professional practice directly and indirectly influences the choice of career that their students make. The theory is both relevant and applies to the current study in many respects. Professor-student or teacher-student relationship plays a significant role in the kind of career students are most likely to choose in life.

The theory was born out of frustration; a weak correlation between attitude and voluntary behaviour. So what these scholars did was to draw

Methodology

The study adopted quantitative method of investigation using the online Google Form. The study focused on the entire population of the undergraduate mass communication students of Bingham University, Karu, Nasarawa

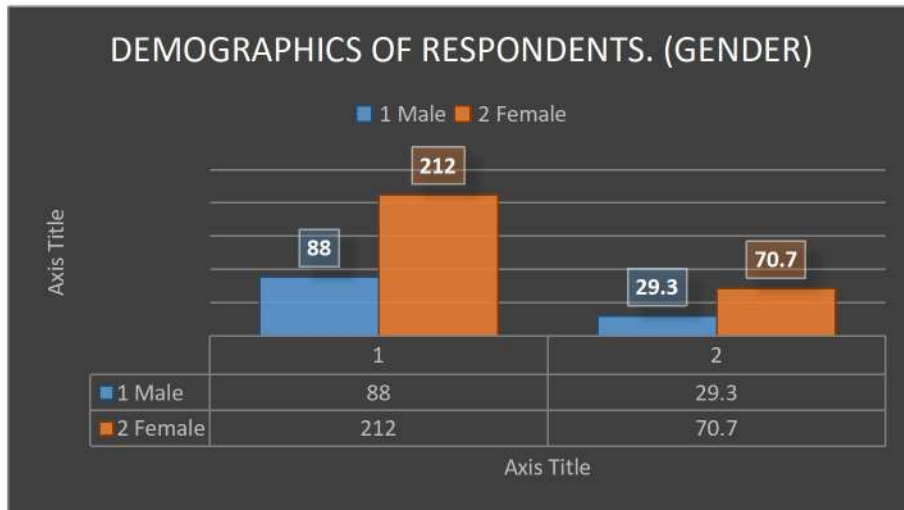
State, Nigeria. The sample size is 300 respondents. The census approach is used for the study because the universe is relatively few and the respondents are easily assessable through the use of digital technology.

The researcher also adopted the online approach to data collection and analysis. The fastest way to reach the respondents and most accurate means of data collection and analysis was through the use of digital technology. The study used census approach in order to give every registered undergraduate mass communication student the opportunity to express their views and opinions as the subject matter concerns individual choice or attitude towards teaching as a career. In this type of investigation, every item of the universe is taken into account and analyzed. This method of investigation is used because the results as well as the conclusions are more accurate and reliable. This method of investigation is also considered highly reliable because it does not give room for biases as every member of the population is equally investigated.

Data Presentation and Analysis

In this section, data collected are presented and analyzed. The response rate of the questionnaire distributed and retrieved is 100%. 300 copies of questionnaire were administered using Google Form via the social media (WhatsApp) platforms of the 4 different levels of study in the Department of Mass Communication.

Figure 1.1: Demographics of Respondents (Gender)

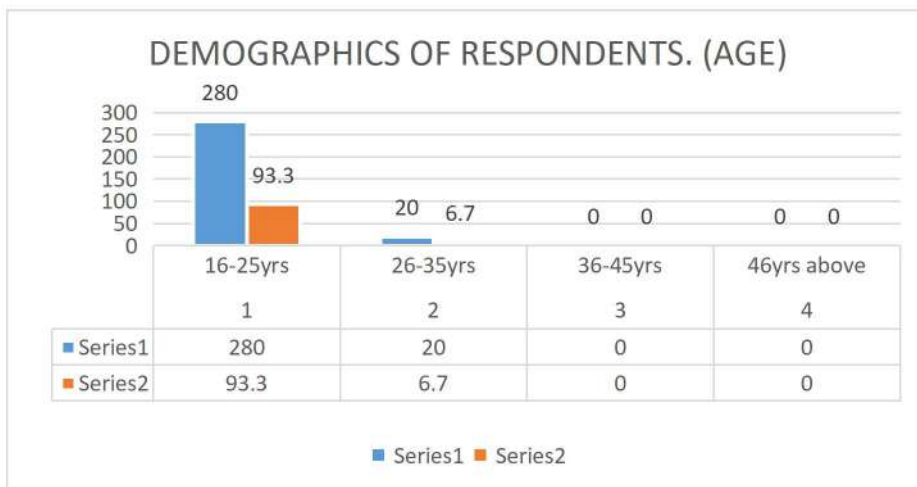


Source: Field Survey, 2023

Analysis of the Gender of the Respondents

The male respondents have fewer responses (29.3%) while the females' responses have a higher percentage (70.7%) of respondents. This implies that there are more female undergraduate mass communication students in Bingham University. This shows that both genders were adequately represented.

Figure 1.2: Demographics of Respondents (Age Range)

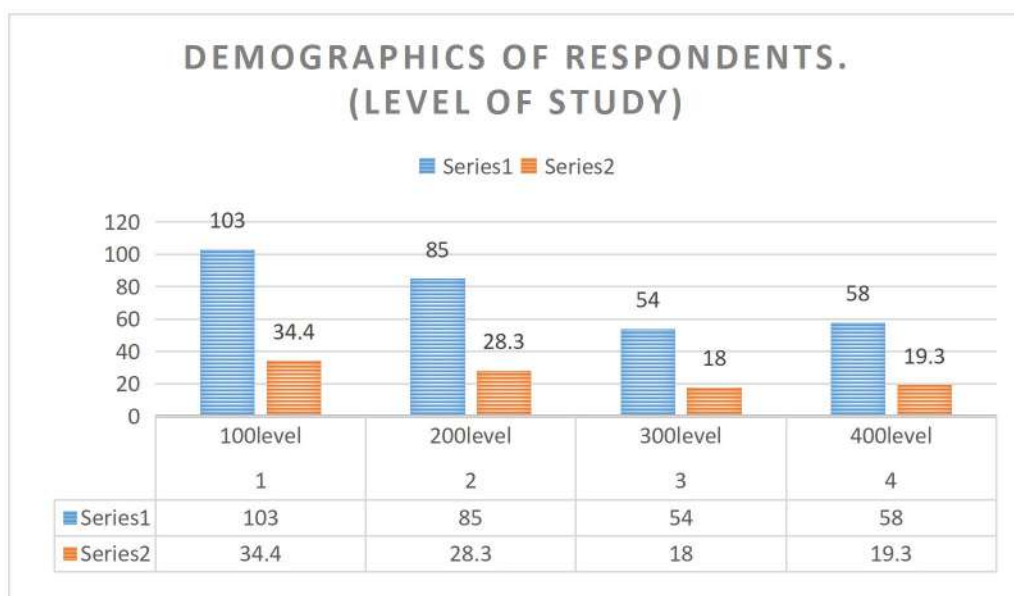


Source: Field Survey, 2023

Analysis of the Age Range of Respondents

Majority, 93.3% of the respondents who participated in the survey are aged between 16 and 25 years. The implication is that the overwhelming majority of the students admitted into the undergraduate mass communication programme in Bingham University are mostly young people who are below the age of 30 years. The rate of mortality is grossly insignificant to affect the result for the investigation.

Figure 1.3: Demographics of Respondents (Level of Study of Respondents)



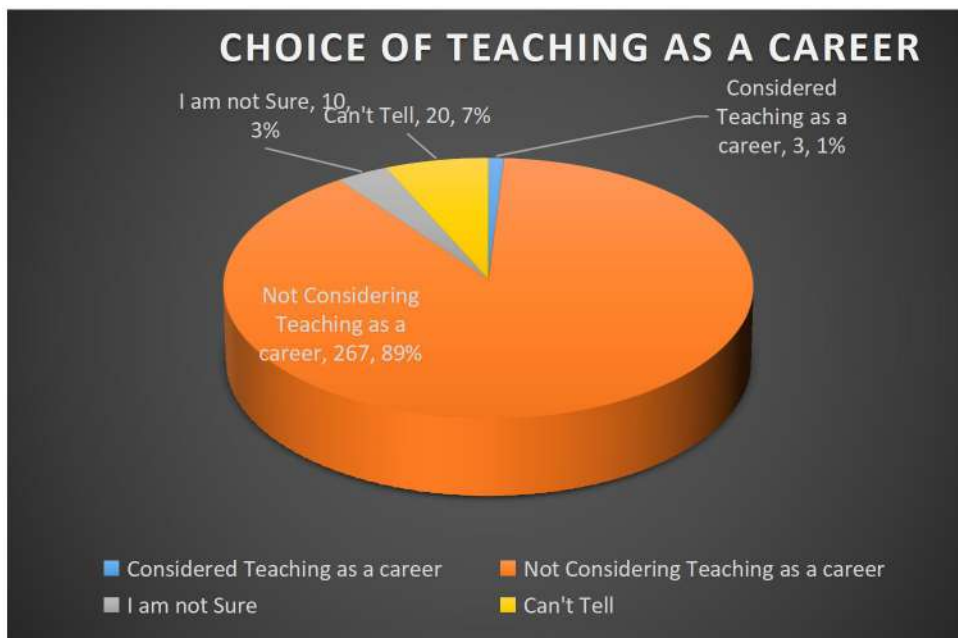
Source: Field Survey, 2023

Analysis of the Level of Study of Respondents

The analysis here shows the level of study of the respondents. 100 level students have the highest respondents of 34.4%, followed by 200 level (28.3%). The first implication of this is that there are more registered students at level

100 as at the time of the survey; while the second implication of this analysis is that, perhaps there were more 100 level students who were available and participated in the survey than the other levels of study.

Figure 2: Respondents' Choice of Teaching as a career

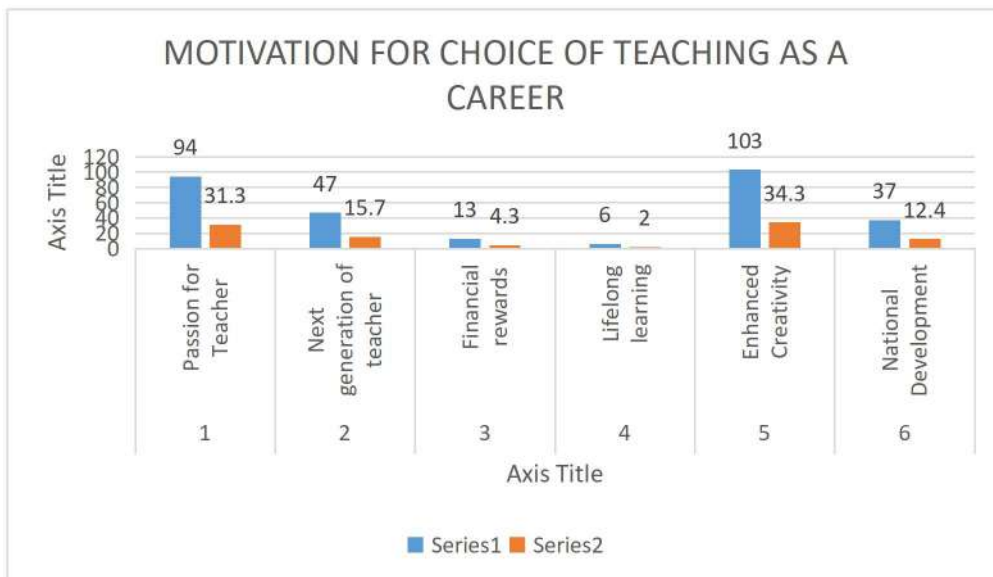


Source: Field Survey, 2023

Two hundred and sixty-seven respondents representing 89% of the total survey expressly stated that they are not interested in teaching as a career. For some, 6.7% of the respondents cannot tell whether or not they will take up teaching as a career while 10 respondents representing 3.3% said they are not sure whether or not

they would venture into teaching as a career. Finally, only 1% of the respondents indicated interest in considering teaching as a career. The implication of this analysis is that majority of the undergraduate mass communication students of Bingham University are not willing to enter into the teaching as a career or profession.

Figure 3: Motivation for choice of teaching as a career

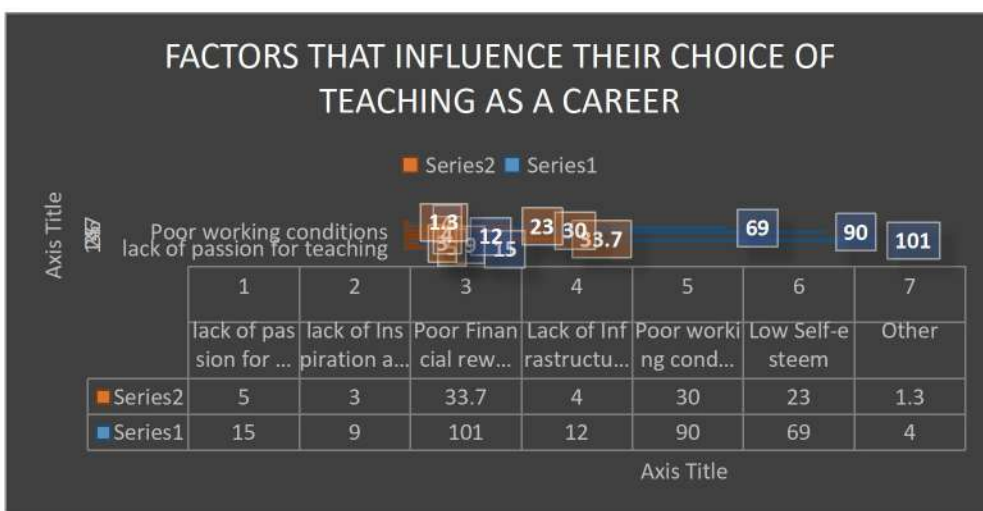


Source: Field Survey 2023

The analysis in figure 3 shows the views of the respondents about the motivation for choice of teaching as a career. The result of the analysis indicates that majority

(34.3%) of the respondents would consider financial rewards as the motivation for taking up teaching as a career. What are incentives or the drives for teaching as a career?

Figure 4: Factors that influence the choice of teaching as a career



Source: Field Survey 2023



Discussion of findings

This study was set to achieve two main objectives; namely, investigate the perception of the undergraduate mass communication students of the Faculty of Communication and Media studies about teaching as a career and to ascertain the factors that influence their decision or perception about teaching as a career.

The first objective states “to examine the perception of undergraduate mass communication students of Bingham University towards teaching as a career”. The analysis of the data collected indicates that majority of the students are not willing to go into teaching as a career. The implication is that teaching profession has no appeal to them. While it is argued that “everyone cannot take to teaching as career”, it is equally right to state that teaching profession has great influence on the students who aspire to become great scientists, innovators and inventors, as well as entrepreneurs in the society. However, students in Nigerian universities are conversant with the fact that Nigeria is the only country with the least remuneration for Professors globally as affirmed by the United Nations Educational Scientific and Cultural Organization (UNESCO, 2022).

The second objective of the study is to determine the factors that influence their choice of teaching as a career. Analysis of the data shows that many factors influence the

choice of teaching by the undergraduate mass communication students of Bingham University such as passion for teaching, the desire to inspire the next generation of teachers, financial rewards, and opportunity for lifelong learning, enhanced creativity, and the need to contribute to community and national development among others.

Recommendations

Based on the findings, the study recommends, among others, that:

- 1) Both government and private school owners should make Teaching profession more attractive to the upcoming teachers in the profession.
- 2) The Federal Government of Nigeria through legislation and adequate implementation of such regulations make teaching a career of repute in terms of conditions of service that will make the profession stand out and thrive on the pillars of fairness, safety, and prospects for the upcoming generation to embrace.
- 3) School proprietors should improve the teaching and learning environments generally in Nigeria, and in all institutions of learning at all stages or levels of study.
- 4) Established teachers should demonstrate their love for the teaching profession such that upcoming generation of teachers would be inspired



and motivated to take up teaching as career.

- 5) Individuals, groups and corporate organizations should intensify their supportive role in making teaching profession very attractive to younger generations, because there is virtually no one great or small, no invention or scientific discovery and innovation that is not a product of teaching profession.

Conclusion

This is a perception study that examined the opinions of the undergraduate mass communication students of Bingham University about the choice of teaching as a career. The aim is to ascertain whether or not they would like to venture into teaching as a career. If so, how many of them would like to take up teaching profession at the end of their study, the factors that influence their decision of choice of teaching. The findings of the study indicate that majority of the undergraduate mass communication students of Bingham University are not keen about the choice of teaching as a career. The poor remuneration of teachers and lack of adequate funding for teaching profession by both the private and public institutions of learning are responsible for their lack of interest in the teaching profession. In conclusion, therefore, the holds the view that, considering the huge impact teaching profession has in the life of everyone and national as

well global development. The study also concludes that the choice of career students make is also greatly influenced by the inspiration they (students) get from their teachers/lecturers.

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