Teachers' Factors as Determinants of the Professional Competence of the Nigeria Certificate in Education Teachers

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Abstract

The National Teachers' Institute (NTI) has been involved in training teachers for the Nigeria Certificate in Education (NCE) for over three decades through Distance Learning Programme. The quality of these teachers has been queried particularly when compared with those who run full-time NCE Programme. This study, therefore, determined the professional competencies of NCE teachers produced by NTI. The study further examined the extent to which NTI primary school teachers' morale, motivation, attitude, and commitment accounted for their professional competencies. The study adopted a survey design. Forty NCE teachers produced by NTI Distance Learning Programme and 40 full-time NCE trained teachers were purposively selected from schools in eight local government areas of Ogun State. The only instrument used for data collection was the Teachers' Characteristic Questionnaire. Three research questions were answered. Data were analysed using descriptive statistics, t-test and multiple regression.The profile of NTI NCE teachers and full-time NCE teachers were high and positive on commitment to teaching, motivation to work, morale and attitude to teaching. The NTI NCE teachers were significantly committed to teaching more than the full-time teachers (t $_{(78)}$ = 2.02, p<0.05). Attitude to teaching, motivation to work and teachers' morale did not significantly influence professional competence. All the factors jointly accounted for 1.4% of the variance in the teachers' professional competence.In view of the fact that teachers will continue to access professional training by NTI, there is, therefore, the need for NTI to ensure a favourable teaching environment in order to enhance the production of committed teachers. Therefore, the NTI Programme should be sustained because of its role in the training of teachers.

Keywords: Professional competence, Teachers characteristics, Distance learning programme, NTI NCE Programme.

Introduction

The successful implementation of any school programme depends largely on the quality of the teachers (Whitty, 1996; Chedzoy & Burden, 2007). Udofot (1997) asserts that teacher education has received serious attention of government in terms of huge financial investment and expansion and that if the nation is to receive high returns from the enormous investment in education, there must be qualified teachers to support the schools. As a way of ascertaining the worth of teachers in the education sector, many studies have identified the roles, responsibilities, problems and major contributions of the teacher towards the achievement of educational goals and objectives (Olubor, 2000; Sim, 2004; Alebiosu, 2006). Teachers are indispensable in educational development, hence the teaching profession is legally recognized and in Nigeria, it is affirmed with the establishment and the mandate of the Teacher Registration Council (TRC). Moreover, it is a general belief that the academic performance of students can be improved upon if competent teachers teach them. This explains why teachers are regarded as the most important element in the school system.

Competence has been defined as the ability to accomplish whatever one claims to be able to do when verified empirically (Ayeni, 2005). Competence in teaching simply implies the ability of the teacher to accomplish assigned duties of a teacher, of which teaching is the central part (Ololube, 2006). In providing an answer to the question, "With what barometer can competence of a teacher be measured?". Ayeni (2005) postulates that, "the teacher's competence is determined by his methodology, sense of vision, and interest in sharing knowledge". By way of modification to Ayeni's (2005) views, it must be added that a teacher's competence transcends mere interest in sharing knowledge (Harris & Muijs, 2005). It actually demands active participation in the transmission of knowledge, a process in which the teacher exhibits mastery of the subject matter (Kanu & Ukpabi, 2007). Competence has been used for the evaluation of teachers in three different stages: student-teachers, beginning teachers and experienced teachers. These evaluations are conducted by different parties, including teacher educators, researchers and the government (Hamdam, Ghafar and Li, 2010; Taylor, Middleton III and Napier, 1990).

Since the early 1980s the Nigerian education system has witnessed an unprecedented increase in enrollment. The rapid expansion in enrollment at all levels of education led to population explosion of students in the schools and an acute shortage of teachers especially at the primary and secondary school levels. The major challenge that has continued to agitate the minds of educational planners, administrators at the various tiers of

government has been how best to cope with the increasing population of students as well as provide well-qualified teaching personnel that would help empower the individual student through the acquisition of knowledge and skills that would enable them to participate fully and actively in nation building (Imhabekhai, 2000). Part of the response to meet the challenge of training more teachers by the Federal Government in 1978 was through Act No 7 establishing the National Teachers' Institute. The overall goal of the National Teachers Institute therefore, was to uplift the quality and quantity of teaching personnel in Nigeria through training and retraining programmes (Omoruyi, 2001).   The Institute was thus, expected to provide courses of instruction leading to the development, upgrading and certification of teachers as specified in the relevant syllabuses using a distance education approach or technique. The importance of distance education, worldwide, as a route towards the idealized open learning is well documented. Distance education is a programme which provides opportunity for life long learning and it is a well-established national and international practice (Imhabekhai, 2000, Nwegbu, 2001; Adeyemi, 2002).

The Nigeria Certificate in Education (NCE) programme is run in two modes by different institutions. The full-time programme is run by Colleges of Education while the National Teachers Institute (NTI) handled part time programmes only. A notable difference between the full time and part time NCE programmes is in the duration of the course. Studies such as Ichukwu (1999) corroborating the views of scholars such as Obemeata (1995) asserts that real doubts are being cast on the type of teachers turned out to teach through crash programmes and she questioned the quality of the programmes in the institutions that turn out these groups of teachers. She therefore, called the attention of educators to the common complaint that new entrants to the teaching profession in Nigeria are not equipped to deal with the problems teachers encounter in the course of their duties.

The quality and performance of teachers have always been a focus of concerns in education and teacher education research (Darling-Hammond, 2000; Ingersoll, 2001; Chan 2003; Okpala & Ellis, 2005). Chan (2005) believes that the quality of teaching is not governed by the qualification, knowledge and skill competencies of teachers alone but also their enthusiasm, knowledge of subject matter, teacher morale and commitment to teaching.

Most researchers agree that morale is a vital ingredient in the success of any human enterprise. Teacher morale has not been a significant part of school improvement in the past because of the unclear definition or understanding of the concept. When teachers' morale is energized and productive, good things tend to happen in the classroom. When good things happen in the classroom, the future for each student in that classroom is brighter (Whitaker et al, 2000). Research has also shown that children learn more from 'good teachers' than from 'bad teachers' in almost all circumstances (Haselkorn & Harris 2001; Protheroe et al, 2002).

Motivation is central to teaching and learning. When a teacher is motivated and loves the teaching profession, the students not only learn the content taught by the teacher, but the students are also motivated toward learning (Czubaj, 1996). Motivation according to Moshinkie (2001) is the attention and effort required to complete a learning task and the application of new materials to the work site. Success or failure in education can be attributed to motivation, this is because a teacher may be motivated to increase or decrease the vigour of his activities (Ezenwa, 2006). Teachers who are motivated and are dedicated to teaching would facilitate school based innovations or reforms that are meant to be beneficial to students' learning and development. Like motivation, attitudes are essential ingredients in teaching and learning.

Attitude is an organized and consistent way of thinking, feeling and reacting to objects, issues, situations and events. Literature is replete with the concept of attitude conceived from different perspectives and laying emphasis on different aspects (Ifamuyiwa, 2004; Emeke, 1999). According to Day (2004), teacher attitude is a predictor of teachers' work performance, absenteeism, burn out, and turnover, and is found to exerts important influence on students' achievement and attitudes toward school. In another study by Falaye and Okwilagwe (2007) on some teacher and locational variables as correlates of attitudes to social studies teaching at the basic education level in Southern Nigeria, these scholars observed that teachers seem to be negatively disposed to the teaching of social studies and that gender and geographical zones of respondents had strong influence on the attitudes held by these practising primary school teachers to teaching the subject. This finding seems disturbing as positive attitudes are necessary for effective learning, and teacher attitude tends to influence students' attitude. This calls for further studies with respect to this variable.

Of vital importance to the success of the educational system is the implementation of laid down policy of achieving the objectives of institutional programmes in the school system as well as the implementation of the goals of the National Policy on Education on teacher education. This therefore calls for the need to assess the professional competencies of practising teachers who hold the NTI, Nigeria Certificate in Education (NCE). This is pertinent because the quality of the teaching force of any nation is an asset for social, economic, political, scientific and technological development, the absence of which could result in the production of sub-standard products, an educational system that is built on a shaky foundation and perhaps, a nation remaining perpetually underdeveloped.

In view of the dearth of research work on the professional competence of the products of the system in service, this study was designed to determine the professional competencies of NTI NCE teachers produced by Distance Learning System. The study also examined the extent to which some teacher factors: morale, motivation to work, attitude to teaching, commitment to teaching account for the teachers' professional competencies.

Research Questions
In order to give direction to this study the following research questions were raised:
1. What is the NTI NCE and full-time NCE trained teachers' profile in terms of the following teacher factors: attitude to teaching, commitment to teaching, morale and motivation to work?
2. Is there any significant difference in the professional competence between NTI NCE and full-time NCE trained teachers in terms of attitude to teaching, commitment to teaching, morale and motivation to work?
3. To what extent do teacher factors: morale, motivation to work, attitude to teaching, commitment to teaching when taken together explain the professional competence of the NTI and full-time NCE trained teachers?

METHODOLOGY
This is a non-experimental study that used a survey research design. However a post-test only, comparable group, with the purpose of determining the impact of the NTI NCE programme on the teachers' professional competence, was built into the study. The target population for this study comprises all graduates of the NTI (NCE) programme as well as other NCE holders who are graduates from the regular colleges of education in Ogun State, Nigeria. This study adopts a multi-stage sampling technique as Forty schools and eighty (80) teachers were sampled across the state. Three instruments were used for data collection. These are Instructional Competence Rating Scale (r =0.68), Teachers' Knowledge of Social Studies Content (r =0.72), and Teachers' Characteristic Questionnaire (r =0.88).

The data obtained for this study was analyzed using descriptive statistics, Mean, T-test statistics and multiple regression analysis.

RESULTS AND DISCUSSION
The sequence of the presentation and discussion is in accordance with the research questions raised in the study.
Question 1: What is the NTI NCE and Full Time NCE trained teachers' profile in terms of the following teacher factors: attitude to teaching, commitment to teaching, morale, and motivation to work?

To answer this research question, the teachers' profile in terms of attitude to teaching, commitment to teaching, morale, and motivation to work were established. The results are presented in Table 1.1 to Table 1.4.

Table 1.1: Profile of Teachers' Attitude to Teaching

S/N	Item	Agree		Disagree	
		Full Time	**Part Time**	**Full Time**	**Part Time**
		Freq. %	Freq. %	Freq. %	Freq. %
1.	I naturally like teaching.	39 (97.5%)	40 (100%)	1 (2.5%)	-
2.	Too many pupils' complaints bore me.	14 (35%)	16 (40%)	26 (65%)	24 (60%)
3.	I have too much workload in my school.	13 (32.5%)	13 (32.5%)	27 (67.5%)	27 (67.5%)
4.	I always try to make my teaching interesting with instructional materials.	39 (97.5%)	40 (100%)	1 (2.5%)	-
5.	I allow my pupils to come to me when they need my help.	36 (90%)	40 (100%)	4 (10%)	-
6.	I sometimes do not feel like teaching.	12 (30%)	6 (15%)	28 (70%)	34 (85%)
7.	I feel satisfied when I succeed in explaining difficult topics to my pupils.	38 (95%)	38 (95%)	2 (5%)	2 (5%)
8.	Teaching students is cumbersome.	12 (30%)	13 (32.5%)	28 (70%)	27 (67.5%)
9.	I like every opportunity to go on public holiday.	17 (42.5%)	20 (50%)	23 (57.5%)	20 (50%)
10	I encourage my pupils to study their notes and textbooks.	39 (97.5%)	38 (95%)	1 (2.5%)	2 (5%)
11	Marking pupils' books takes much time.	22 (55%)	25 (62.5%)	18 (45%)	15 (37.5%)
12	I never feel tired of teaching no matter the time I spend.	33 (82.5%)	34 (85%)	7 (17.5%)	6 (15%)
13	Teaching is my hobby.	37 (92.5%)	37 (92.5%)	3 (7.5%)	3 (7.5%)
14	I often feel unhappy when my pupils are not serious with their work.	38 (95%)	38 (95%)	2 (5%)	2 (5%)
15	It is a teacher's duty to help both clever and not too clever pupils to learn.	39 (97.5%)	40 (100%)	1 (2.5%)	-
16	I sometimes feel that it is parents' faults when pupils fail.	29 (72.5%)	26 (65%)	11 (22.5%)	14 (35%)
17	I encourage my pupils to do their home work.	39 (97.5%)	39 (97.5%)	1 (2.5%)	1 (2.5%)
18	I find teaching interesting when my pupils and I work together.	39 (97.5%)	39 (97.5%)	1 (2.5%)	1 (2.5%)
19	The number of students in my class discourage my full attention to them.	9 (22.5%)	8 (20%)	31 (77.5%)	32 (80%)

Table 1.1 reveals that 39 (97.5%) full-time-trained teachers and 40 (100%) NTI NCE trained teachers naturally like teaching (item 1), 38 (95%) full time and NTI NCE trained teachers respectively were satisfied when difficult topics were successfully explained to the pupils (item 7), 39 (97.5%) full time and 38 (95%) NTI NCE trained teachers encouraged their pupils to study their books (item 10) and 37 (92.7%) full time and NTI NCE trained teachers respectively agree that teaching is their hobby (item 13). Table 1.1 also shows that thirty-eight (95%) full time and NTI NCE trained teachers respectively often felt unhappy when their pupils are not serious with class work (item 14) while 39 (97.5%) full time trained teachers and 40 (100%) NTI NCE trained teachers see it as their duty to help both clever and the not-very-clever pupils to learn (item 15). Furthermore, 39 (97.5%) full time and NTI NCE trained teachers respectively indicate encouragement of their pupils to do homework and see teaching as an interesting profession when they work together with their pupils (items 17, 18). Also presented in Table 1.1 are few cases of negative responses, where twenty nine (72.5%) full time and 26 (65%) NTI NCE trained teachers believed that it is the parents' faults when pupils fail (item 16).

The result on Table 1.2 presents the profile of full time NCE trained teachers and their counterpart NTI NCE trained teachers' commitment to the teaching profession.

Table 1.2: Profile of Teachers' Commitment to the Teaching Profession

S/N	Item	Agree		Disagree	
		Full Time	Part Time	Full Time	Part Time
		Freq. %	Freq. %	Freq. %	Freq. %
1.	I prepare my lesson notes regularly.	40 (100%)	40 (100%)	-	-
2.	I improvise instructional materials when not available in school to improve students understanding.	38 (95.0%)	40 (100%)	2 (5.0%)	-
3.	I arrive at school early enough to attend to my duties.	39 (97.5%)	40 (100%)	1 (2.5%)	-
4.	I prepare regularly for my lessons before going to the class.	39 (97.5%)	37 (97.5%)	1 (2.5%)	3 (7.5%)
5.	I have freedom to take decision in matters affecting my teaching.	37 (92.5%)	36 (90.0%)	3 (7.5%)	4 (10.0%)
6.	I prepare suitable instructional materials for my lesson.	38 (95.0%)	39 (97.5%)	2 (5.0%)	1 (2.5%)
7.	There is opportunity to freely determine my pupils' progress.	34 (85.0%)	40 (100%)	6 (15.0%)	-
8.	I mark my pupils' notes regularly.	40 (100%)	40 (100%)	-	-
9.	I take my job seriously.	40 (100%)	40 (100%)	-	-
10	I always cooperate with my head teacher on matters affecting teaching.	40 (100%)	38 (95.0%)	-	2 (5.0%)
11	I have a comfortable number of pupils to care for.	37 (92.5%)	39 (97.5%)	3 (7.5%)	1 (2.5%)
12	When corrected on academic matters, I try my best to improve.	40 (100%)	39 (97.5%)	-	1 (2.5%)
13	I pay much attention to pupils' individual differences during teaching.	39 (97.5%)	40 (100%)	1 (2.5%)	-
14	I take my job serious for the sake of hard work.	37 (92.5%)	38 (95.0%)	3 (7.5%)	2 (5.0%)
15	I spend quality time attending to pupils' personal problems.	36 (90.0%)	38 (95.0%)	4 (10.0%)	2 (5.0%)
16	I handle all responsibilities given me with all seriousness.	38 (95.0%)	39 (97.5%)	2 (5.0%)	1 (2.5%)
17	I grade pupils' assignments and class work on time.	37 (92.5%)	39 (97.5%)	3 (7.5%)	1 (2.5%)
18	I organize continuous assessment for my pupils according to laid down school procedures.	39 (97.5%)	38 (95.0%)	1 (2.5%)	2 (5.0%)
19	I give regular homework to my pupils.	38 (95.0%)	40 (100%)	2 (5.0%)	-
20	I find time to participate in co-curricular activities in school.	37 (92.5%)	38 (95.0%)	3 (7.5%)	2 (5.0%)
21	I come to school early everyday to supervise my pupils.	39 (97.5%)	39 (97.5%)	1 (2.5%)	1 (2.5%)
22	I am prepared to defend the policies of the teaching profession.	38 (95.0%)	39 (97.5%)	2 (5.0%)	1 (2.5%)

Table 1.2 reveals that majority of the sampled teachers, at least 36 (90%) on the average responds positively to all the items on the commitment to teaching scale. For instance 40 (100%) full time and NTI NCE trained teachers respectively indicated regular preparation of lesson notes, regular marking of pupils' notes and taking job seriously (items 1, 8 & 9). Thirty nine (97.5%) full time and 40 (100%) NTI NCE trained teachers' indicates early arrival to school to attend to duties and give attention to pupils' individual differences during teaching (items, 3, 13). Also, 37 (92.5%) full time and 39 (97.5%) NTI NCE trained teachers indicate having comfortable number of pupils to care for and grade pupils assignment on time (items 11, 17). Thirty-eight (95%) full time and 40 (100%) NTI NCE trained teachers claimed they give regular homework to their pupils and improvise instructional materials when not available in school (items 2, 19).

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Table 1.3: Profile of Sampled Teachers' Morale

S/N	Item	Agree		Disagree	
		Full Time	**Part Time**	**Full Time**	**Part Time**
		Freq. %	Freq. %	Freq. %	Freq. %
1.	My salary and other fringe benefits give me satisfaction because it is equitable to what is obtainable in other profession.	11 (27.5%)	9 (22.5%)	29 (72.5%)	31 (77.5%)
2.	I derive satisfaction from my job because my emolument can cater for my basic needs.	16 (40%)	11 (27.5%)	24 (60%)	29 (72.5%)
3.	Regular payments of salary and other benefits gives me satisfaction.	21 (52.5%)	17 (42.5%)	19 (47.5%)	23 (57.5%)
4.	I derive satisfaction from teaching profession because I earn promotion as at when due.	20 (50%)	22 (55%)	20 (50%)	18 (45%)
5.	Mass promotion gives me job satisfaction.	24 (60%)	25 (62.5%)	16 (40%)	15 (37.5%)
6.	Promotion in teaching profession often leads to enhanced pay and status.	31 (77.5%)	30 (75%)	9 (22.5%)	10 (25%)
7.	My teaching workload in the school gives me satisfaction.	20 (50%)	26 (65%)	20 (50%)	14 (35%)
8.	I am satisfied with the volume of co-curricular activities I participate in at school.	40 (100%)	32 (80%)	-	8 (20%)
9.	The teaching profession gives me a sense of achievement.	37 (92.5%)	38 (95%)	3 (7.5%)	2 (5%)
10.	I prefer teaching to other jobs.	37 (92.5%)	32 (80%)	3 (7.5%)	8 (20%)
11.	Teaching fulfils my life ambition to affect lives.	37 (92.5%)	32 (80%)	3 (7.5%)	8 (20%)
12.	I relate well with my students and colleagues in school.	39 (97.5%)	37 (92.5%)	1 (2.5%)	3 (7.5%)
13.	I find satisfaction in my job because of the prospect to become a school headmaster.	30 (75%)	30 (70%)	10 (25%)	10 (25%)
14.	All members of staff are provided the opportunity to develop themselves professionally.	38 (95%)	35 (87.5%)	2 (5%)	5 (12.5%)
15.	The behaviours of teachers in this school are annoying.	8 (20%)	5 (12.5%)	32 (80%)	35 (87.5%)
16.	Most staff members of this school often attend social ceremonies of their colleagues.	36 (90%)	35 (87.5%)	4 (10%)	5 (12.5%)
17.	Teachers in this school invite other staff members to visit them at home.	25 (62.5%)	23 (57.5%)	15 (37.5%)	17 (42.5%)
18.	There is cooperation among staff members in the teaching profession.	34 (85%)	35 (87.5%)	6 (15%)	5 (12.5%)
19.	Students and teachers in this school mix freely.	38 (95%)	37 (92.5%)	2 (5%)	3 (7.5%)
20.	Many students of this school have been praised for their good behaviour towards their teachers.	35 (87.5%)	34 (85%)	5 (12.5%)	6 (15%)
21.	Public attitude to teaching profession gives me satisfaction.	25 (62.5%)	22 (55%)	15 (37.5%)	18 (45%)
22.	Community support for the school and its staff gives me satisfaction.	25 (62.5%)	23 (57.5%)	15 (37.5%)	17 (42.5%)

Table 1.3 presents the profile of sampled teachers' morale for the full time NCE trained teachers and the NTI NCE trained teachers. 34 (85%) full time and 35 (87.5%) NTI trained teachers agree that cooperation among staff members in the teaching profession is a booster of their morale (item 18). Table 1.3 further reveals that 40 (100%) full time trained teachers and 32 (80%) NTI trained teachers were satisfied with the volume of co-curricular activities they participated in at school (item 8), 39 (97.5%) full time and 37 (92.5%) NTI trained teachers related well with the students and other colleagues in school (item 12) and 30 (75%) full time and NTI trained teachers respectively indicated that they found satisfaction in teaching because of the prospect to become a school headmaster (item 13).

Also presented in Table 1.3 were few cases of negative response, where sixteen (40%) full time and 11 (27.5%) NTI NCE trained teachers derived satisfaction from the teaching profession as they indicated that their emolument can cater for their basic needs (item 2), 11 (27.5%) full-time and 9 (22.5%) NTI NCE trained teachers only are satisfied with the salary and other fringe benefits given to them because they sees it as equitable to what is obtainable in other profession (item 1).

Table 1.4: Profile of Sampled Teachers' Motivation to Work

S/N	Item	Agree		Disagree	
		Full Time Freq. %	**Part Time** Freq. %	**Full Time** Freq. %	**Part Time** Freq. %
1.	Your current job has busy and quiet periods but keeps you occupied a good deal of the time.	38 (95%)	38 (95%)	2 (5%0	2 (5%)
2.	The culture of your current job provides a very competitive environment.	34 (85%)	30 (75%)	6 (15%)	10 (25%)
3.	Your current job appears to have a moderate degree of responsibility and challenge in it.	32 (80%)	39 (97.5%)	8 (20%)	1 (2.5%)
4.	In your current job, it seems there is some possibility to screw up in front of other people.	27 (67.5%)	31 (77.5%)	13 (32.5%)	9 (22.5%)
5.	You have a degree of power over other people in your current job.	24 (60%)	31 (77.5%)	16 (40%)	9 (22.5%)
6.	You get a fair degree of recognition for your contribution from your present job.	31 (77.5%)	33 (82.5%)	9 (22.5%)	7 (17.5%)
7.	You get a fair degree of status and feelings of importance in your current job.	34 (85%)	34 (85%)	6 (15%)	6 (15%)
8.	Your present job enable you to work in accordance with ethical standards and personal principles.	38 (95%)	34 (85%)	2 (5%)	6 (15%)
9.	Your current job provided you with varied, stimulating and creative job objectives and activities.	36 (90%)	31 (77.5%)	4 (10%)	9 (22.5%)
10.	You have a fair amount of accommodating bosses, hours and working conditions in your current job.	28 (70%)	27 (67.5%)	12 (30%)	13 (32.5%)
11.	The opportunity to progress and continually advance to more senior positions abound in your current job.	35 (87.5%)	36 (90%)	5 (12.5%)	4 (10%)
12.	You have to handle a fair degree of pressure and stress in your current work.	28 (70%)	33 (82.5%)	12 (3050	7 (17.5%)
13.	You appear to find it easier to work on your own rather than as a member of a team.	31 (77.5%)	33 (82.5%)	9 (22.5%)	7 (17.5%)
14.	You have some managerial responsibilities in your current job.	28 (70%)	29 (72.5%)	12 (30%)	11 (27.5%)
15.	You have a degree of personal contact with your pupils.	36 (90%)	39 (97.5%)	4 (10%)	1 (2.5%)
16.	You prefer to work in a dynamic business/commercial environment rather than the public sector.	20 (50%)	12 (30%)	20 (50%)	28 (70%)
17.	Your pay in your current job appears to take some account of your performance.	22 (55%)	22 (55%)	18 (45%)	18 (45%)
18.	You feel pretty secure in your current job.	35 (87.5%)	36 (90%)	5 (12.5%)	4 (10%)
19.	You have a high degree of autonomy in your current position.	26 (65%)	30 (75%)	14 (35%)	10 (25%)
20.	Your current job provide opportunities to acquire new knowledge and skills to reach personal potential.	39 (97.5%)	39 (97.5%)	1 (2.5%)	1 (2.5%)

Table 1.4 presents the profile of sampled full time and NTI NCE trained teachers' level of motivation to work. Table 1.4 indicates that 39 (97.5%) of full time and NTI NCE trained teachers respectively indicates that teaching profession provide opportunities to acquire new knowledge and skills with which they could reach personal potential (item 20), 36 (90%) full time and 39 (97.5%) NTI NCE trained teachers agree that have a degree of personal contact with your pupils (item 15), 38 (95%) of the full time and NTI NCE trained teachers respectively see their job has having busy and quiet periods but that it keep them occupied a good deal of time (item 1).

Also, Table 1.4 reveal that 35 (87.5%) full time and 36 (90%) NTI NCE trained teachers agree that they feel pretty secure in their job (item 18), 34 (85%) full time and NTI NCE trained teachers agree that they get a fair degree of status and feelings of importance in their job (item 7) and 35 (87.5%) full time and 36 (90%) NTI trained teachers believed that there is opportunity to progress and continually advance to more senior positions abound in their job (item 11)

Also presented in Table 1.4 a few case of negative response, where 20 (50%) full-time and 12 (30%) NTI NCE trained teachers indicate that they prefer to work in a dynamic business/commercial environment rather than the public sector (item 16).

Question 2: Is there any significant difference in the professional competence between NTI NCE and full time NCE trained teachers in terms of attitude to teaching, commitment to teaching, morale and motivation to work?

Table 2: Summary of T-test Statistics for Professional Competence of NTI NCE and Full Time NCE Trained Teachers.

Teacher Factor	Mode of study	Mean	S.D.	df	t	Sig. of t
Attitude to teaching	Full Time	57.58	5.64	78	0.068	.946
	Part Time	57.48	7.39			
Commitment to teaching	Full Time	76.30	8.66	78	2.024	.046
	Part Time	80.10	8.12			*
Motivation to work	Full Time	56.78	5.74	78	1.466	.147
	Part Time	54.90	5.69			
Morale	Full Time	57.70	8.74	78	0.399	.691
	Part Time	58.43	7.46			
Professional Competence	Full Time	71.95	9.00	78	0.210	.834
	Part Time	71.55	8.00			

* indicates significance at 0.05 level

The result in Table 2 showed that while the NTI NCE trained teachers, with higher mean score of 80.10 in commitment to teaching, differed significantly from the Full Time NCE trained teachers whose mean commitment score is 76.30; there seems to be no significant difference between the two groups of teachers in all the other teacher factors considered. Table 2, further reveals a significant outcome for teachers' commitment to teaching (t=2.02, p<0.05) but non-significant outcomes for the other teacher factors, attitude to teaching (t=0.06, p>0.05), motivation to work (t=1.46, p>0.05) and morale (t=0.39, p>0.05).

Question 3: To what extent do teacher factors: morale, motivation to work, attitude to teaching, commitment to teaching, when taken together explain the professional competence of the NTI NCE trained teachers?

Table 4.3:   Summary of Multiple Regression of NTI and Full-time NCE Teachers' Professional Competence

Analysis of Variance

Model	Sum of squares	Df	Mean Square	F	Sig. of F
Regression	81.345	4	20.336	.273	.894
Residual	5577.655	75	74.369		
Total	5659.000	80			

Multiple R   =   0.120
Multiple R^2 =   0.014
Adjusted R^2 =   0.038
Standard Error   =   8.624

The combined or joint contributions of the teacher factors and programme factor to the variance in professional competence of the NTI NCE trained teachers were examined. Table 4.3 showed that the teachers' professional competence yielded a co-efficient of multiple regression R of 0.120, a coefficient of determination (R^2) of 0.014, adjusted R^2 value of 0.038 and standard error of 8.624. The result in Table 4.6 revealed non-significant outcome ($F_{(4,75)}$ = 0.273, p<0.05) which implies that the predictor variables, when combined, do not significantly predict the teachers' professional competence. The table, however, reveals that the predictor variables jointly accounted for 1.4% (R^2 = 0.014) of the variance in the dependent variable. Hence, the teacher factors and programme factor when combined jointly explained about 1% of the variance in the NTI NCE teachers professional competence scores of the while the remaining 99% is due to other factors not considered in this study.

Discussion and conclusion

With respect to motivation to teaching, the finding revealed that majority of the sampled teachers recorded high level of motivation to work. The high level of motivation recorded in this study is supported by Ubom (2002) in his study which reported that motivational incentives significantly influence teachers' performance on the job; and Okwilagwe and Okunogbe (2009) who found that other incentives such as payment of salary, modest job security, opportunity for promotions and overall satisfaction on the job significantly induce teachers' task performance in Oyo State. The finding however contradicted that of Akanji (2003) who found out that workers in the public service are not motivated and this has adverse effect on their job performance. The possible reason for this finding is that motivation is a powerful tool that energizes the workers to action.

This study also found out that the sampled teachers possess high level of morale. This finding corroborates that of Ojogwu (2001) that reports that the morale of teachers was relatively high. It is expected that when morale of teachers is high, their job performance would be correspondingly high. It further indicates that the morale of Social Studies teachers at the primary schools in Ogun state are appreciably high.

Research findings in education tend to support the high positive attitude of teachers observed in this study. On the one hand, positive attitude can be seen when an individual's response to work is favourable and when he shows commitment to his duties; and can be negative when an employee expresses a non-challant response with what is expected of him in the work situation (Staw, 1986; Ojo, 2006)). With respect to attitude, Darling-Hammond (2000) has asserted that attitudes to teaching virtually affect teachers' job performance. Eton (1984) identified five factors which influence the attitude of teachers toward their work as payment of salary, allowances and promotion, provision of facilities, the behaviour of government and teacher-oriented factors.

Also, the positive profile of teachers commitment to teaching recorded in this study is supported by earlier research findings. According to Day (2004), teacher commitment is a predictor of teachers' work performance, absenteeism, burn-out, and turnover, which in turn influence attitude to work and students' achievement.

Results of the multiple regression analysis of the dependent variable with the four independent variables indicate that 1.4% of the variance in teachers' professional competence is accounted for by all the four predictor variables, when taken together.

Weight estimation of the contribution of each independent variable to the variance in the dependent variable, though not statistically significant, indicates that teachers' commitment to teaching is the most potent contributor to the prediction. However, teachers' commitment to teaching significantly explained teachers' professional competence in favour of the NTI NCE trained teachers. This finding did not come as a surprise because the NTI NCE trained teachers were practising classroom teachers prior to their enrollment on the NCE programme. This may inform why their commitment to work is better than those who enroll for the NCE programme directly from secondary schools for the purpose of being trained as Full-time NCE holders, many of whom are fresh in the profession and may not have any regret for quitting if other opportunities come their way. This finding corroborates that of Ifamuyiwa (2008) who found out that teachers trained through Part-time are more committed to their job than those trained through Full-time. He observed that those that have been in teaching before proceeding for the NCE programme have come to believe in what they are doing and are prepared to put in their best as against the fresh teachers who are still hopeful of getting better jobs somewhere else, often referred to as the greener pasture, as soon as the opportunity presents itself.

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