ABSTRACT
The study is an investigation into the implementation of teachers’ professionalization and the implications for secondary school teachers in Kano Metropolis. Two hundred respondents participated in the study by responding to questionnaire survey. Four research hypotheses were proposed for the study while frequency counts and t-test statistical methods were adopted to analyses data gathered from the questionnaire distributed. The study showed that significant difference exist in the opinions of teachers on the bases of gender with regard to the implementation of teachers’ professionalization and its implications for secondary school teachers in Kano Metropolis. However, there is no significant difference in the opinions of teachers on the basis of educational qualification and experience. It was therefore recommended that employment of adequate qualified teachers is essential, unqualified teachers should be provided with opportunities to proceed to higher institution of learning to ensure qualification, while the qualified teachers should be provided with conferences to enhance their professional competence.

Keywords: Implementation, Implication, Professionalization, Teachers’ Qualification

INTRODUCTION
It is a well-known fact that the current image of the teacher in the public opinion is very low. Many people attribute this to lack of professionalization in teaching. Some believed it is because of the poor pay and conditions of service of the teachers. There may be some truth in these explanations. However, it is believed that there is more to the problem than that in the 1930s and 1940s when most schools were staffed by pupil teachers earning no more than seventeen shillings and five pence a month, the image of the teacher even public teachers, was very high not only in the sight of the pupils teachers, was very high not only in the sight of the pupils but also of the teachers. The teacher was treated like royalty by the community especially in rural areas.

According to Ayotunde (2006), a teacher is defined as one who teaches or instructs, especially one whose occupation is to instruct. According to Babalola (2007) as an operator inputs into the educational system, the teacher plays a big role in the conversion of raw materials (other inputs particularly students) into finished products e.g graduates etc. The word “profession” is defined by Obidi (1997) as an occupation that claims the exclusive technical competence and which also adheres to the service ideals and allowed ethnics of professional conduct. Megorry (1995) claimed that a profession is an occupation that asserts an exclusive monopoly of knowledge, having definite standards and professes the ability to convince the generality of the public that its services are unique. Falade (1993) also claimed that a profession contains essential
characteristics such as an occupation that carried with it great responsibility and members of a profession possess special skills and practical training. According to William (1992), profession usually exercises a system of control or a code of conduct or ethics over practice through professional societies, associations and institutions or same times by law.

The problem of poor quality of teaching personnel in Nigeria is as old as the western education in the country. Most primary and secondary schools lack well qualified teachers, the view is that teachers are poorly paid, lack of job satisfaction and adequate motivation. Hence, most of them regard teaching service as a stepping stone to more lucrative field. The claim and perception of teaching as a profession in the generic, symbol and ideological senses are undisputable. However, its claim as a profession in the specialist occupation has generated much controversy. Established professions such as Law, Medicine, Accounting, Engineering, etc, buttressed their claims on the basis of complete profession of some characteristics which includes: Occupation which performs a crucial social function; exercise of this function requires a considerable degree of skill; members of the profession possess and draw on a systemic body of knowledge to meet professional demands; the professional values, which members imbibe and the oath of allegiance taken (Hayly, 1990); and professional code of conduct or ethics, legal recognition, freedom to practice, controlled entry into the profession and services to members (Jekayinfa, 2009).

Similarly, teachers, Nigerian Union of Teachers (NUT) and others who have put up an advocacy about teaching as a profession have identified those characteristics of profession which are true of teaching in Nigeria. In the first instance, teaching as an occupation is very crucial if not the most crucial social function in any given society. The followers, leaders, and all other experts in any given society are products of teaching and teachers in as much as such individual must have passed through a school setting to acquire the minimum education possible.

Also, teaching as an activity requires basic skills such as communication, explaining, questioning and organizing which are not in born but learnt. Teaching requires the acquisition of systematic body of knowledge in specialized training in educational institutions for effective and successful practice, which teaching has a code of conduct or ethic for practicing teachers as prepared by Teachers Registration Council of Nigeria Established in 1993 (TRCN). Ajimoko (1998) stressed the need for trained teachers in secondary schools. He lamented that “it is significant that a higher percentage of the existing teaching staff in the secondary schools are professionally unqualified to teach”. The problem is therefore, clearly not quantitative but more serious qualitative. Adesina (1997) saw the need for professionalisation in teaching and the need for state government to retrain the stock of its existing staff in the institutions.

However, in spite of these evidences, teaching is yet to be accorded proper and deserved recognition due to the prevailing conception of who a teacher is? The predominant use of non-professional in teaching and the failure to meet the criteria of a profession by practicing teachers. This study therefore investigated the implementation of teachers’ professionalization and its implications for secondary school teachers in Kano Metropolis.

**OBJECTIVE OF THE STUDY**

The purpose of this study was to investigate the implementation of teachers’ professionalization and its implications for secondary school teachers in Kano Metropolis, specifically; the study intended to determine if: There is any significant difference in the opinions of teachers on the implementation of teachers’ professionalization and its implications for secondary school teachers in Kano Metropolis on the basis of gender.

There is any significant difference in the opinions of teachers on the implementation of teachers’ professionalization and its implications for secondary school teachers in Kano Metropolis on the basis of qualification.
There is any significant difference in the opinions of teachers on the implementation of teachers’ professionalization and its implications for secondary school teachers in Kano Metropolis on the basis of experience.

**Research Questions**

This study therefore intended to provide answers to the following questions:-

Does teachers professionalization has any influence on the quality of secondary school teachers?

Does teachers’ professionalization has any influence on the academic performance of secondary school students?

**Research Hypotheses**

The following hypotheses were tested in the study:

- **H0₁:** There is no significant difference in the opinions of teachers on the implementation of teachers’ professionalization and its implications for secondary school teachers in Kano Metropolis on the basis of gender.

- **H0₂:** There is no significant difference in the opinions of teachers on the implementation of teachers’ professionalization and its implications for secondary school teachers in Kano Metropolis on the basis of qualification.

- **H0₃:** There is no significant difference in the opinions of teachers on the implementation of teachers’ professionalization and its implications for secondary school teachers in Kano Metropolis on the basis of experience.

**METHODOLOGY**

A descriptive research approach was adopted for the study. Durosaro (1985) also emphasized that descriptive survey method enables the researcher to obtain the opinions of the target population of the entire population. It also has the advantage of being an effective way of collecting data from a large number of sources.

Daramola (1998) described sampling procedure as a systematic process employed to select required proportion of a target population. In this study, the target sample for the study comprises 200 teachers’ randomly selected from 10 secondary schools in Kano Metropolis. The sample was obtained by the use of stratified random techniques. Stratified random technique is a process that involves classifying target population into two or more strata according to the desired characteristics of the population.

The main instrument that was adopted for this study is the questionnaire. The questionnaire consists of two sections: Sections ‘A’ deals with respondents’ personal data such as sex, educational qualification, teaching experience and school type. Section ‘B’ consists of question items relating to the subject matter of the study and answered by the respondents by ticking either strongly agreed, agreed, disagreed, and strongly disagreed in the appropriate column.

To ascertain the validity of the instrument, some copies of the questionnaire was made available to some education experts for endorsement where necessary corrections were made. To determine the reliability of the instrument, test-retest reliability procedure was used with two weeks interval on a sample of 20 respondents. The scores were correlated using Pearson Product Moment Correlation (PPMC) statistical method @0.05 level of significance. A reliability index of 0.83 was obtained. Frequency counts and percentages were used to determine the respondents’ personal data, while t-test was used to test the hypotheses.

**RESULT**
**Hypothesis One**: There is no significant difference in the opinions of teachers on the implementation of teachers’ professionalization in Kano Metropolis on the basis of gender.

**Table 1: Test analysis on the differences in the opinions of teachers on the basis of gender.**

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>SD</th>
<th>X</th>
<th>df</th>
<th>Calculated value</th>
<th>Critical value</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male Teachers</td>
<td>120</td>
<td>8.53</td>
<td>61.46</td>
<td></td>
<td>198</td>
<td>2.13</td>
<td>1.96</td>
</tr>
<tr>
<td>Female Teachers</td>
<td>80</td>
<td>5.43</td>
<td>41.58</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1 shows that the calculated t-test was 2.13 while the critical value was 1.96 at 198 degree of freedom. Since the calculated value is greater than the critical value, the null hypothesis which states that there is no significant difference in the opinions of teachers on the implementation of teachers’ professionalization and its implications for secondary school teachers in Kano Metropolis on the basis of gender was rejected.

**Hypothesis Two**: There is no significant difference in the opinions of teachers on the implementation of teachers’ professionalization in Kano Metropolis on the basis of qualification.

**Table 2: T-test analysis on the differences in the opinions of teachers on the basis of qualification.**

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>SD</th>
<th>X</th>
<th>df</th>
<th>Calculated value</th>
<th>Critical value</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualified teachers</td>
<td>150</td>
<td>8.95</td>
<td>78.25</td>
<td></td>
<td>198</td>
<td>0.53</td>
<td>1.96</td>
</tr>
<tr>
<td>Less qualified Teachers</td>
<td>50</td>
<td>3.43</td>
<td>21.53</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2 shows that the calculated t-value was 0.53; while the critical value was 1.96 at 198 degree of freedom. Since the calculate value is less than the critical value, the null hypothesis which states that there is no significant difference in the opinions of teachers on the implementation of teachers’ professionalization and its implications for secondary school teachers in Kano Metropolis on the basis of qualification was accepted.

**Hypothesis Three**: There is no significant difference in the opinions of teachers on the implementation of teachers’ professionalization in Kano Metropolis on the basis of experience

**Table 3: T-test analysis on the differences in the opinions of teachers on the basis of experiences.**

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>SD</th>
<th>X</th>
<th>df</th>
<th>Calculated value</th>
<th>Critical value</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experienced teachers</td>
<td>160</td>
<td>8.98</td>
<td>81.23</td>
<td></td>
<td>198</td>
<td>0.63</td>
<td>1.96</td>
</tr>
<tr>
<td>Less experienced teachers</td>
<td>40</td>
<td>2.36</td>
<td>41.32</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3 shows that the calculated t-value was 0.63, while the critical value was 1.96 at 198 degree of freedom. Since the calculated value is less than the critical value, the null hypotheses which states that there is no significant difference in the opinions of teachers on the implementation of teachers professionalization and its implications for secondary school teachers in Kano Metropolis on the basis of experience is accepted.

**Summary of Findings**

From the study carried out, hypothesis one was rejected to show that significant difference exist in the opinions of teachers on the implementation of teachers professionalization and its implications for secondary school teachers in Kano Metropolis on the basis of gender.

Hypothesis two was accepted by the results of finding to show that significant difference does not exist in the opinion of teachers on the implementation of teachers’ professionalization and its implications for secondary school teachers in Kano Metropolis on the basis of qualification.
Hypothesis three was accepted to indicate that significant difference does not exist in the opinions of teachers on the implementation of teachers’ professionalization and its implications for secondary school teachers in Kano Metropolis on the basis of experience.

DISCUSSION
The study investigated implementation of teachers’ professionalization and its implications for Secondary School Teachers in Kano Metropolis. Two hundred respondents participated in the study by responding to questionnaire survey. Three research hypotheses were generated for the study while frequency counts and t-test were used to analyses data gathered from questionnaire collected. The study gave the following results:

Significant difference exists in the opinions of teachers on the implementation of teachers’ professionalization and its implications for secondary school teachers in Kano Metropolis on the basis of gender.

Significant difference does not exist in the opinions of teachers on the implementation of teachers’ professionalization and its implications for secondary school teachers in Kano Metropolis on the basis of qualification. In support of this, Ajimoko (1998) stressed the need for trained teachers in secondary schools. He found that a higher percentage of the existing teaching staff in the secondary schools are professionally unqualified to teach that the problem is clearly not quantitative but more serious qualitative.

Significant difference does not exist in the opinions of teachers on the implementation of teachers’ professionalization and its implications for secondary school teachers Kano Metropolis on the basis of experience.

CONCLUSION
From the results of the study, it was therefore concluded that there is significant difference in the opinions of male and female teachers on the implementation of teachers’ professionalization and its implications for secondary school teachers in Kano Metropolis; there is no significant difference in the opinion of educated and less educated teachers on the implementation of teachers’ professionalization and its implication for secondary school teachers in Kano Metropolis; there is no significant difference in the opinions of experienced and less experienced teachers on the implementation of teachers’ professionalization and its implication for secondary school teachers in Kano Metropolis.

Recommendations
The following recommendations were suggested.

All teachers found to be unwilling to go for professional courses should be shown the way out of secondary schools.

Existing qualified teachers should be encouraged to go for further studies, on study leave with pay to ensure their intellectual development.

Employment of adequate qualified teachers is essential to compliment the efforts of existing teachers in the schools.

All unqualified teachers in the school should be provided with opportunities to proceed to higher institution of learning to ensure their qualifications.

Teachers should also be provided with opportunities to attend seminars, conferences and workshops to enhance their professional competence in the schools.

REFERENCES


