

# **MUSIC TEACHERS' POINT OF ENTRY AS CORRELATES TO TEACHERS' PROFESSIONALISM IN SELECTED SECONDARY SCHOOLS, IKORODU-LAGOS**

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## **Introduction**

This research surveys music teachers' points of entry as correlate of teacher professionalism in Lagos State, Nigeria. The researcher will first of all explain the terms "teacher professionalism, teacher education" what is teacher professionalism? Teacher professionalism means the conduct, demeanor and standards which guide the work of teacher (teaching) also what is teacher education? Teacher education can be explained as the type of education which is preparing student teachers for future in order to be capable of imparting skills, knowledge and attitude to the learners. Teacher education also mean the form of education which is planned and systematically tailored and applied for the cultivation of those who teach or will teach particularly but not exclusively, in primary and post primary levels of schooling. To build up and prepare able men to be capable of imparting learners with the necessary skills, Teacher education is the professional training that teachers receive for them to be classified as professionals.

Being the training arm of the teaching profession, teacher education is charged with the task of developing knowledge and skills as basis for practice, preparing personnel entry into the teaching profession(pre-service) and contributing to the ongoing development of practicing professionals (in- service). Teacher education is therefore, to function by equipping teachers with the wherewithal; both ethical, intellectual competencies and skills, dispositions, emotional and so forth, that will enable them develop and ingrain in their students the requisite educational and societal dispositions. Professionalism in music calls for attention and the ways this underprops secondary music education. It stems from an urgent imperative to

enable the potential of professional musicians in our contemporary societies to be more fully realized, recognizing both intense challenges that are currently threatening some traditional music practices, and significant scope for new practices to be imagined in response to deep veins of societal change and need. Both music education and teacher education to be proactive in creating experimental spaces in which to research and develop next practices in music, thereby supporting the professions and next generations of professionals in fulfilling their societal responsibility. The quality of any educational system therefore solely depends on the quality of the teachers one finds in the school system. This paper is therefore going to give an overview of teacher education in the Nigerian context.

One of the basic truths in education is that the quality of education depends largely upon the quality of the teacher. Whether the teacher is seated at one end of the proverbial log with the student perched at the other end; or whether the teacher is in the best equipped classroom of the most up-to-date school, with the best state of the art; whether the teacher is at work with a small number of students or is on a television, what makes a professional or competent teacher is the quality of his education. Therefore, input made into an educational system in respect of management, resources, facilities and array of instructional materials, will be of little avail if the teacher is unskilled, poorly trained, or even ignorant. Many professionals in teaching today, with their wide range of required skills and knowledge meant that teachers need to be well prepared to a degree for the vastly different nature of teaching functions, challenges and tasks therein. This points to the fact that for effectiveness, teachers need to be given a professional education that will qualify them thus, as well as enable them to effectively perform the task of giving the appropriate support towards enhancing a virile and qualitative system of education in any nation.

Teacher education is the foundation of quality in the educational system and this is the key to unlock all facets of development. This is very relevant in nations that look up to education as a vehicle for attaining the desired development in all sectors of national life. The concern of teacher education world over is the training and preparing would be teachers for effective functioning at the school. Teacher education has therefore been defined severally.

Teacher education means the form of education which is planned and

systematically tailored and applied for the cultivation of those who teach or will teach particularly but not exclusively, in primary and post primary levels of schooling. Teacher education is the professional training that teachers receive for them to be classified as professionals. Being the training arm of the teaching profession, teacher education is charged with the task of developing knowledge and skills as basis for practice, with preparing personnel entry into the teaching profession (pre-service) and with contributing to the ongoing development of practicing professionals (in-service).

Teacher education is therefore to function by equipping teachers with the wherewithal; both ethical, intellectual competencies and skills, dispositions, emotional and so forth, that will enable them develop and imbue in their students the requisite educational and societal dispositions. The quality of any educational system therefore solely depends on the quality of the teachers one finds in the school system. This paper is therefore going to give an overview of teacher education in the Nigerian context.

### **Statement of the Problem.**

Over the years, existing studies have focused on teaching and learning of music in Nigeria. However, a little attention has been paid to music teachers' point of entry as correlate to teacher professionalism in Nigeria. This research investigates the professional status of music teachers in selected secondary schools in Ikorodu, Lagos. It has become necessary to consider the basis for teachers' points of entry in Nigerian schools i.e. the minimum qualification for each level of schools in Nigeria.

### **Aim and Objectives of the Study:**

The aim of this study was to appraise music teachers point of entry as correlate to teacher professionalism in selected secondary schools in Lagos State. Specifically, the study sought to identify and examine the professional status of Music teachers in selected secondary schools in Ikorodu, Lagos State

### **Research Questions**

1. What is the perceived status of music teachers in selected secondary schools in Ikorodu, Lagos State?
2. What is the professionalism status of music teachers/teaching in selected

secondary schools in Lagos State?

3. What are perceived challenges facing teaching professionalism in selected secondary schools in Lagos State?

### **Significance of the Study.**

The study provides information on the relevance of music teachers' point of entry and highlight the benefits of teachers' professionalism in teaching and learning of music. The study will serve as a useful document for government, ministry of education, curriculum planners, stakeholders in child education, teachers, school management team, Proprietors and music educators in Nigeria.

### **Scope of the Study**

The scope of this study is Music teachers in selected secondary schools (Public and Private) in Ikorodu, Lagos State

### **Research Design and Sample Techniques**

The research design employed in this was a descriptive research using a questionnaire as the prime instrument. This design is relevant because of its merit in providing wide scope for obtaining information for the purpose of the study. The sample for this study is from secondary schools in Lagos State. The sample for this study will comprised of 40 teachers. Forty teachers were chosen from (40) selected schools (Public and Private secondary) in Ikorodu, Lagos randomly. Five (5) of those schools had 2 music teachers each while others had one music teacher each.

### **Theoretical Framework**

To effectively dissect and address this research work the theory of Action is the most suitable to ascertain the extensive study of the professional practice and the subsequent generation of hypotheses about the relationship between learning and teaching and vice versa. A theory of action is a link between cause and effect i.e. if we take a particular action, then we expect that behavior to have specific effects. A theory of action connects the competence and actions of teachers with the consequences of their behavior resulting from their competency or ability – the learning and achievement of their students.

In this research using the action theory, this study elucidates on contrast the individualism (teacher) that too often characterize teaching where the person and

the practice are intertwined with professionalism instrument for expressing a professional music teacher. The potential of using the action theoretical framework is in establishing a professional practice as described in the creation of a new culture of teaching and learning. This requires adopting strategies that have the ability to generate a common language in teaching profession and practice, build the connective tissue by which the learning culture is propagated in and across schools, focus greater attention on the knowledge and skill requirements of doing the work. The Action theory also elucidate on professional development of teachers and how students are affected. Professional development affects student achievement through three steps. First, professional development enhances teacher knowledge and skills. Second, better knowledge and skills in education improve classroom teaching. Third, improved teaching raises student achievement. If one link is weak or missing, learning cannot take place.

### **What is Teaching?**

Teaching can be defined as the axon moving education impulse to deliver growth, development and knowledge. Oyekan (1994) described teaching as an all-purpose profession engaged in human resource development for individual and economic growth. Teaching is a profession that is needed in all ramifications of human resource development for individuals and economic growth. Olatunji (1996) defined teaching as a social function that aims at necessary growth in others. Teaching as an act of guiding and imparting knowledge in and outside the classroom, can only be done professionally by qualified and trained teachers. Teaching profession in Nigeria has been under a flash flood warning of unqualified "cheaters" who cannot constantly as a matter of burden-duty bring about effective teaching and learning process. Teaching can be said to be the act that defines the core of education. It is the process of impacting knowledge, skills and growth. Teaching is an all-round profession woven in all sectors of the society and how the society grows relentlessly depends on the quality of teachers available.

However, teaching goes beyond the classroom, holding a chalk and dishing out instructions, it extends into the ability to sell information to an active, critically minded buyer, the teacher would have to parcel up the information and make it presentable and enticing to the recipients of the information, by doing this the teacher didn't just dish out instructions and facts but has create a relevant impression and knowledge in the minds of the students that could last a life time.

The challenge of joblessness in Nigeria has contributed immensely to the recruitment of unqualified people to this profession of teaching which is the most sensitive profession that should be strictly monitored among others. Whatever input is made into an educational system in respect of management, resources, facilities and array of instructional materials will be of little avail if the teacher is unskilled, poorly trained, or even ignorant. Teaching task is so challenging that it surpasses hold chalk, standing before students and giving out different kinds of instructions. Teaching as an application of intellectual technique is the only hope that can bring about overall national progress and development to every citizen of Nigeria.

### **Who is a Teacher?**

A teacher is described as the professional, who imparts knowledge, learning experiences at his disposal to stimulate, guide, direct and facilitate learners to acquire adequate mastery of the skills being imparted. Ajayi, (2004) defined a teacher as someone who causes learning to take place; someone who imparts knowledge, skills, values and attitudes to a group of learners. From the definitions, it is clear that a teacher is one who helps the learners often in a school, as well as in a family, religious and community setting. Learning cannot take place without the teacher, even though he is not physically present; he is indirectly represented by the medium through which learning takes places.

### **Recruitment Policy**

Recruitment policy of some schools negatively affects the quality of teaching staff. In recent times, Music has not featured in advertisement for recruitment of teachers into secondary schools. Cases where ministries of education send names of newly recruited staff to schools abounds. Even where private schools contract music teaching jobs out to contractors who sends in music teachers to schools play significant role and is germane to the subject of discuss. How sure is the quality of those music teachers? The negative trends from my point of view hinder qualitative learning. The propensities that the recruited teachers are of desire quality necessary for attainment of educational objectives raise some doubts.

The debate on the quality and quantity in educational discussion continues. The recent phenomenon in Nigeria is for politicians to apportion prospective teachers on slot basis. Each politician has preferred candidate regardless of competence. The initial qualification may be considered, but quality borne out competition and

experience are sacrificed. Another trend is for intuitional regulatory body to adopt a recruitment policy limiting applicant to indigenes of the state owning the school and churches also setting denominational or religion standard requiring only members of the same faith or religion poses a threat or limitation to having a good number of people to compete and at last select competent and professionally qualified music teachers. In the similar case, federal schools also use a subtle discriminatory process forgetting that parochialism has no place in the world of learning. It is often rumored that senior faculty members favour recruiting their spouse in a manipulated interview among qualified applicants.

### **Concept of Professionalism**

Yusuf, Afolabi and Oyetayo (2014) defined a profession as an occupation or vocation that requires special skills, knowledge of some department of learning and qualification to especially one with high social status. This means that every profession such as the teaching profession has specific skills and knowledge attached to it. It will be very difficult for anyone who is not into the teaching profession to operate effectively. According to Dada and Fadokun (2010), a profession entails an occupation that is dependent upon specialized intellectual study and training for the provision of skilled service to other member of society; government, non-governmental agencies for a definite fee or salary. The specialized areas in the teaching profession such as psychology, philosophy, teaching methodology, measurement and evaluation calls for special training.

The term profession as defined by Carr Saunders cited by Mishra (2008) is an occupation based upon specialized intellectual study and having the purpose of which is to supply skilled service or advice to other for definite fee or salary. NTI (2007) defined profession as any occupation which demands of all who work in it a prolonged and specialized knowledge, skills, and attitudes that are necessary for providing a particular service in the community. Okunloye (2005) defined a profession as a symbol for a desired conception of one's work and by extension of one's self (the worker). Oyekan (2000), defined professionalization as a process involving improvement in the status and practice of the occupation as the practitioner continually upgrades the knowledge, skills and attitudes required for effective and efficient professional practice.

## **Professionalization of Teaching**

It is in realization of the critical attributes of the teacher and the crucial role they perform that the Federal Government of Nigeria had taken steps towards professionalism of teaching and teacher registration to sift the “weeds from the tars” (Durosaro, 2008). Professionalisation of teaching implies that teaching would be like Medicine, Law and some other professions where the codes of ethics are the guiding principles and are strictly adhered to. This suggests that any person who would be licensed to practice the job must be professionally trained, certified and licensed for practice as obtained in other recognized professions. Professionalism is the most primary and fundamental need of any vocation that wishes to deliver qualitative service to society, and as well, have its members well respected and remunerated.

Ajayi and Ekundayo (2010) enumerated the following the following as benefit that will accrue when teaching is fully professionalized: only those that are appropriately trained and inducted perform the job; the rules of the games exist and are strictly adhered to; public interest is protected; clients get value for their money and efforts; priority is given to nation building; there is professional growth; there is job security; teachers' salary structure (TSS), as approved by the government, is enjoyed only by qualified teachers; ethical rejuvenation in the profession; higher status of teachers in Nigeria; fulfillment of legal professional requirements; halt in brain drain in the teaching profession; rise in educational standard; there is international recognition for the teachers; higher status and identity; sources of job dissatisfaction among university teachers in Nigeria.

## **Categorization of Nigerian Teachers**

Registered teachers in Nigeria are categorized into four groups as follows:

- i. **Category A (Doctoral Teachers):** Holders of PhD in Education or PhD in other field plus teaching qualification e.g. Post Graduate Diploma in Education (PGDE); Professional Diploma in Education (PDE); Nigeria Certificate in Education (NCE).
- ii. **Category B (Master Teachers):** Holders of Masters Degree in Education or Masters Degree in other fields plus a teaching qualification, e.g. PGDE, PDE, NCE.
- iii. **Category C (Graduate Teachers):** Holders of Bachelors Degree in Education or Bachelors Degree in other field plus a teaching qualification, e.g. PGDE,



PDE, NCE.

**iv. Category D (NCE Teachers):** Holders of the Nigeria Certificate in Education which is the national minimum teaching qualification.

This categorization is based on the provisions of the TRCN Act 31 of 1993, Section 2(e) which gave TRCN the responsibility of “classifying from time to time members of the teaching profession according to their level of training and qualification.” The categorization is therefore a statutory function and the fact that it should be based on teachers’ level of training and qualification are also prescribed by law. To come up with the categories, the Honourable Minister of Education in 2000 just before the full take-off of TRCN set up a Ministerial team to advise the Federal Government on the modalities for operating TRCN and to come up with the categories of teachers as prescribed by the law.

The Ministerial team was headed by one of the Nigeria’s foremost professor of Education and several times Vice Chancellor of Nigerian and foreign universities, Professor Adamu Baikie. It was the Ministerial team that bequeathed to the teaching profession in Nigeria the four categories of teachers. In essence, the categorization of teachers in Nigeria places strong emphasis on the need for teachers to constantly update themselves in academic qualification as indispensable basis for professional growth and development. The categorization appreciates the fact that experience is very necessary, but that experience must be founded on the highest possible academic qualifications. This is the reason why entry into the various levels of the education system as a teacher demands requisite academic qualifications. For instance,

- i. To teach at the Basic Education level, the National Policy on Education prescribes a minimum qualification of the Nigeria Certificate in Education;
- ii. To teach at the Senior Secondary School level, the Policy prescribes a minimum of a Bachelors Degree in Education or Bachelors Degree in other fields plus a teaching qualification;
- iii. To teach at the polytechnics or colleges of education, the National Board for Technical Education and National Commission for Colleges of Education prescribed a Masters Degree as the minimum qualification;
- iv. To teach in any Nigerian university, the National Universities Commission prescribed a Doctorate Degree as the minimum entry qualification.

These conventions operating at the various levels of the education system explain why teachers may not rise beyond a certain level in their career without proper academic qualifications. For instance, an NCE or Bachelors Degree teacher, no matter the years of experience, without appropriate qualification may not rise to the doctoral status. Similarly, no university in Nigeria or elsewhere admits persons to study higher degrees without meeting certain minimum qualifications. For a PhD study for instance, a teacher must possess a Master Degree to be admitted. These facts show that, much as experience counts, academic qualifications provide limits to how much experiences can count.

Therefore, categorization of teachers by TRCN according to the level of training and qualification is a way of advising teachers not to rest on their oars or expect to hit the pinnacle of their career with lower qualifications. Indeed, teachers as the trainers and makers of all other professionals ought to aspire to attain the highest level of training available in the education system. From the foregoing, it could be seen that the categorization of teachers according to their level of training and qualifications is not only a statutory prescription but also follows the wisdom and convention operating at all the levels of the Nigerian education system

### **Challenges of Teaching Profession in Nigeria**

Researchers John (2006) and Akinduyo (2014) posited that teaching profession has been faced with various categories of challenges. They include:

**Low wages, bad motivation and poor welfares:** These are parts of the major challenges facing teaching profession in Nigeria as the teacher who supposed to be collecting huge amount as their salary are being paid low salary and this tends to bring about bad or no motivation for the teachers to see any need to go extra mile upgrading themselves to the standard and the poor state of teachers' welfare in Nigeria is also a nagging issue.

**Irregular self-esteem in the society:** This is also one the challenges of teaching profession as the teachers and even teaching profession are being belittle and disparaged in the society. Other professions are treated with reverence and with their professionals in the society but to the teachers and their teaching profession is vice versa.

**Poor reinforcement:** The reward system in the teaching profession is very

poor. When teachers err, the appropriate disciplinary measure is given but it is only on few occasions that hard work and outstanding performance is rewarded.

**Lack of professional and in-service trainings:** One major factor that contributes to the development of teachers is the exposure and opportunity they have for a re-training program. The re-training program such as workshops and seminars have a way of intimidating teachers on the current trend in education. It is unfortunate that most teachers do not have the opportunity to benefit from such programs.

**Low professional status:** The status of teaching profession has been seen very low because teaching profession accommodates untrained teacher. It is only teaching you will find untrained teachers compared to other professions where only qualified individuals perform their duties. Another formidable problem of teacher education in Nigeria today is the lack of interest on the part of the secondary school leavers in the teaching profession, because of the poor image associated with the status of teachers in the society. According to Durosaro (2006), the low status accorded to teachers in the country, does not make students enroll and be trained as teachers. The few who enroll do so because they have no choice. Ibukun (2004) lamented that many brilliant individuals are not willing to take up teaching as a profession. According to the author, this should not have been so if teaching is upgraded to a position of respect in the Nigerian society. It appears that the present system of education in Nigeria promotes the reservation of intellectually and financially deficient students for the teaching career. How then can third class brains be expected to effectively teach first class brains?

**High teacher –student ratio:** In Nigeria due to the limited resources and classrooms most schools are overpopulated. In an ideal classroom setting, the ratio of students to teachers should not be more than 25:1 to aid effective teaching and learning. Most schools have up to 100 students if not more in a classroom. Many students are admitted every year into school without adequate erection of buildings and facilities. This is so worrisome in the case of Music, where students are expected to be taught how to play some musical instruments. Music teachers find it very difficult to adequately deliver as expected since the students'/teachers' ratio is more than expected.

**Low Supervision:** The number of people working in the inspectorate of

education is very low compared with the population of schools. It's very difficult for them to reach all schools to ensure strict compliance with the policy of education and professional practice. If there is a consistent supervision and inspection, mostly in private schools, it will be very easy to curb the issue of having non-professionals teaching music.

**Politicizing education:** There is politics in educational sector. Schools have turned to business centers and financial institutions. Discrimination is the order of the day in Nigeria. Students that are not academically sound are given admission in their state because they are indigene of the state.

**Poor budgetary allocation to teaching profession:** Inadequate funding of the education sector has been a major challenge facing the sector. Researchers, Aina (2002), Durosaro (2006), Amadi (2007); Balogun (2010) lamented over the inadequacy of fund in the education sector. It is not an understatement to note that the Nigerian government over the years has not been meeting the UNESCO recommendations of 26% of the total budgetary allocation to the education sector. For example, the allocation to Education in the National Budget for 2003, 2004 and 2005 were 7%, 12% and 11% (FRN 2005). According to Akindutire (2001) the poor funding of the teacher education since the 1980s has become a cause of worry to educationists as it affects the merits and standard of the certificates awarded to education graduates.

**Massive unqualified staff:** It is important that school stakeholders, owners and government ensure that they have teachers with experience and expertise in classrooms because it is crucial in achieving the best student outcomes. Most schools where music is taught have so many incompetent teachers. It is only in few schools that specialist teachers are available. School owners rather prefer to employ teachers with secondary school certificate to reduce the cost of remuneration.

**Porous entry qualification:** some teachers who are working in some schools are not capable and competent of teaching because they do not possess expected standard academic qualifications to become qualified teachers.

**Lack of standards:** The lack of a standard professional educational academy does not provide a platform for teachers to further gain relevant skills, knowledge

S. O. Akande: *Music Teachers' Point of Entry as Correlates to Teachers' Professionalism* and experience; this seriously stunts the growth of teaching professionalism in Nigeria.

### Analysis of Research Questions

**Table 1** Shows the gender frequency among music teachers in selected secondary schools, Ikorodu Lagos.

Sex	Frequency	Percentage
Male	23	57.5%
Female	17	42.5%
Total	40	100%

The result from table 1 shows that 23 (57.5%) teachers are male while 17 (42.5%) are female. It shows that male teachers are more than female teachers in secondary schools Lagos State

**Table 2** Shows the different types of religion practicing by secondary school music teachers in Nigeria.

Religion	Frequency	Percentage
Christianity	32	80%
Islamic	4	10%
Tradition	2	5%
Undetermined	2	5%
Total	40	100%

This result of table 3 above shows that 32(80%) music teachers are Christians, 4(10%) are Muslims, 2 (5%) un-decided while 2(5%) traditional worshippers. It shows that Christian teachers are more than Muslim in secondary schools while teachers who are traditional worshippers are of least significant in selected secondary schools, Ikorodu.

**Table 3.** Shows the different age bracket of secondary school teachers in Lagos State.

Age	Frequency	Percentage
Less than 20	6	15%
21-30	14	35%
31-40	14	35%
41-50	3	7.5%
51 and above	3	7.5%
Total	40	100%

This result of table 4 above shows that 6(15%) teachers are less than 20 years of age, 14(35%) teachers are between 21-30 years of age, 14(35%) teachers are between 31-40 years of age, 3(7.5%) teachers are between 41-50 years of age, 3(7.5%) teachers are 51 and above. This shows that there are teachers of various age range in secondary schools. Teachers who are of age from 21 to 51 are above teenage age qualified to teach, provided they have minimum teaching qualification. Those who are of age 20 below are not likely to be matured to teach and these ones were found in Private secondary schools.

**Table 4.** Shows the different highest academic qualifications of secondary school music teachers in Nigeria.

Qualification	Frequency	Percentage
SSCE	4	10%
MUSON, ABRSM & other related	7	17.5%
OND/HND	7	17.5%
NCE	6	15 %
B. A	7	17.5%
Non-Music Qualifications	5	12.5%
M. A	3	7.5%
Ph.D	-	0%
Total	40	100

This result of table 4 above shows that no teacher in secondary schools 4(10%) teachers are SSCE holders, 6 (15%) teachers are NCE holders while B.A holders are, 7(17.5%) MA holders, are 3(7.5%). Non -Music qualifications are 5 (12.5%), MUSON, ABRSM & other related are 7(17.5%), OND/HND are 7 (17.5%).

**Table 5.** Shows the different years of working experience of secondary school music teachers in Lagos State.

<b>Working Experience</b>	<b>Frequency</b>	<b>Percentage</b>
Below 5years	21	52.5%
6-10	11	27.5%
10-20	5	12.5%
21 and above	3	7.5%
Total	40	100%

This result of table 6 above shows that 21(52.5%) teachers are 5 years below working experience as teachers, 11(27.5%) teachers are between 6-10(27.5%) years of working experience as teachers, 5(12.5%) teachers have between 10-20 years of working experience (7.5%) 3 teachers are 21 and above of working experience as teachers. This depicts that there are more fresh music teachers in selected secondary schools, in Ikorodu, Lagos State.

**Table 6.** Shows the number of secondary school music teachers in Ikorodu, Lagos State who have education background NCE or B.Ed. or Specialization in Music Education

<b>Do you have education background?</b>	<b>Frequency</b>	<b>Percentage</b>
YES	10	25%
NO	30	75%
Total	40	100%

This result of table 7 above shows that 10(25%) teachers have education background, 30(75%) teachers have no education background. This shows that most of the secondary school teachers in selected in Lagos State have education background.

**Table 7.** Shows the number of secondary school music teachers in Ikorodu, Lagos State who registered and not registered with TRCN.

Have you register with TRCN	Frequency	Percentage
YES	17	42.5%
NO	23	57.5%
Total	40	100%

This result of table 8 above shows that 17(42.5%) teachers have registered with Teacher Registration Council of Nigeria (TRCN), 23(57.5%) have not registered with Teacher Registration Council Nigeria (TRCN). This shows that some teachers have registered with Teacher Registration Council of Nigeria (TRCN) as certified and qualified teacher even as members of Teacher Registration Council of Nigeria (TRCN) while some also have not registered with Teacher Registration Council of Nigeria (TRCN), it is of necessity to register with TRCN in order to be approved as qualified and certified teachers.

**Table 8.** Shows Status of Music Teachers in Ikorodu, Lagos State

Status of Music Teachers	Frequency	Percentage
Music Teachers on Full Time	18	45%
Music Teachers on Part-Time	22	55%
Total	40	100%

### Discussion of Findings

In this study, three research questions were raised. The items were analyzed using frequency and percentage. The (1<sup>st</sup>) first research question revealed that the status of the teachers in Nigeria is neither in lower class nor in high class but in the middle class and the teacher in the selected secondary schools. This shows that teachers in the secondary school can still cope with the required expectation in terms of competency and mastery of the subject and compliance to professional teaching standard.

The (2<sup>nd</sup>) second table revealed that there are more Christian music teachers in Ikorodu, Lagos and that might have influence on the kind of music they will be more interested in Performing. The true professionalism will be put in play in this regard



as teachers will jettison their personal interest and adhere strictly to the professional standard by following what the music curriculum says about repertoire for performance or selection of musical pieces or scores such that it will not be religion biased.

The (3<sup>rd</sup>) third table revealed that the highest percentage of music teachers in selected secondary schools in Ikorodu falls within the young and active age. This may have an impact in their activeness, especially in practical topics or areas in Music. Those who are below twenty years may have difficulty in handling issues because of their level of maturity. It is important to also note that those music teachers who falls below age twenty might not also have the full cooperation from students because they are relatively of the same age bracket.

Table (4) four shows that, 4(10%) teachers are SSCE holders, 6 (15%) teachers are NCE holders while B.A holders are 7(17.5%) MA holders, are 3(7.5%). Non - Music qualifications are 5 (12.5%), MUSON, ABRSM & other related are 7(17.5%), OND/HND are 7 (17.5%). The 15 % who are SSCE holders does not have the required minimum qualification for teaching.

Table five revealed that more music teachers fall within those who have five years of working experience. Teachers in that category, will require consistent training and orientation to effectively deliver in Classrooms.

Table six also revealed that 75% of music teachers in Ikorodu, Lagos don't have educational background. The implication of this might affect the delivery of music lessons since they may not have understood fundamentals of teaching and learning except during school teacher's re-training programme.

Table seven revealed that 52.5% of music teachers in are yet to register with TRCN (Teachers Registration Council of Nigeria). Registering with teachers' registration council will mean that the registered teachers have been able to meet up with some required qualification of a Professional teacher.

Table eight revealed that there are more part time music teachers in Ikorodu. This may have effect on the efficiency of the part time teachers as they might not be available to music students who may need their attention outside the classroom

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for some clarifications or further explanations.

## **Conclusion**

The study revealed the need to maintain the standard of music teaching professionalism in Nigeria, all music teachers must be professionally certified through TRCN. Music teaching Profession must be seen as an occupation or vocation that requires specialized skills, and knowledge through special training with high level of Education, Foundation and Abilities. The study recommends that the government, stake holders in child education, the Society and teachers should be reoriented to see teaching as prestigious job with high social status and recruitment of music teachers to secondary schools must be without bias or favoritism. Music must not be left out in the advertised subjects needed to fill vacant positions in secondary schools. This also emphasized that music teachers must be carefully appointed through a serious recruitment process. The condition of service must be put in place for teachers and they should be properly remunerated.

Furthermore, the study also recommends that Seminars, conferences and workshops should be organized to refresh the memory of music teachers and for retraining. It recommends that music higher institutions should also partner with private and public schools by recommending music graduates to those schools. It is expedient that music teachers put on a common front to professionalize teaching in Nigeria. Ministry of Education should do more of school supervision and inspection.

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