

**PROFESSIONALIZATION OF TEACHING: A PANACEA FOR THE  
ACHIEVEMENT OF OBJECTIVES OF ECONOMICS IN PUBLIC  
SECONDARY SCHOOLS IN UMUAHIA NORTH LOCAL GOVERNMENT  
AREA OF ABIA STATE.**

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**Abstract**

This research work attempted to investigate how the professionalization of teaching enhances the achievement of Economics objectives in secondary schools. The study adopted descriptive survey research design. Primary data were sourced from one hundred and fifty respondents using a well-structured questionnaire. The study used descriptive statistics to analyze the responses of the respondents on the research questions, while independent sample t-test was used to test the hypotheses formulated. All analyses were performed using Statistical Package for Social Sciences (SPSS) version 25. The respondents agreed among other things that non-professionalization affects the quality of teaching of Economics, gives room for untrained teachers in Economics, most of the teachers in Economics do not have a degree in Economics education and poor knowledge of teaching by non-professional teachers lead to the use of poor instructional materials. These affect the performance of students negatively to a high extent. Meaning that the teachers and students agreed on the influence of non-professionalization of teaching on teaching and learning economics objectives. Thus, the study accepts the null hypothesis that there is no significant difference in the mean rating of students and teachers on how non-professionalization of teaching makes Economics objectives unrealistic. The study recommended among other things that the government should look into the problem of general dissatisfaction with the teaching profession such as poor teacher education programme, poor salaries and allowances, poor public image of the profession and the desire of most teachers to enter another type of work with attractive remunerations.

**Key words:** Professionalization, Economics, education, and teaching profession

**Introduction**

Education is a continuous process in human life. It is the process of training, imparting and developing the knowledge, skills, abilities, mind and character of people [Olaniyonu 2008]. Education is equally the process of harnessing and exploring the inherent and latent abilities of individuals for their personal development in particular and national development in entirety. Meaningful improvements in the quality of education that students receive are determined by the quality of their teachers. One of the teacher-variables which contribute substantially to the achievement of objectives of Economics is the level of teachers' professionalism. Teachers' professionalism portrays the intellectual, social and emotional stability of the teachers, love for students, ability to inspire students and positive attitude towards the teaching profession (Afe, 2001). Teachers professionalism is a measure of the extent of realization of instructional objectives. Teachers' professionalism is the single largest contributor to students' success. The experience of a teacher is adjudged based on his number of years in teaching profession.

Teaching is a noble profession, and as an activity which consists of actions intended to induce learning through the conscious and deliberate effort by an experienced person to impart knowledge, information, skills, attitudes and beliefs to an immature or less experienced individual (Adesina, 2005). The purposes of teaching according to Awotua-efebo (2001), are to help students acquire, retain and be able to use knowledge, understand, analyze, synthesize and evaluate skills, establish habits and develop attitudes. All these qualify teaching for a profession.

Profession is a paid occupation that involves prolonged training and a formal higher education. It involves a body of intellectuals that come together to render essential services to humanity. In the view of Yusuf, Afolabi, & Oyetayo (2014) profession is an occupation or vocation that requires special skills, knowledge of some department of learning and qualification to especially one with high social status. It is a job that requires special skills or knowledge through special training with a high level of education; and it utilizes functional education and mental ability rather than manual or physical labour. 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 members of society; government, non-governmental agencies for a definite fee or salary. Orubite (2010) posits that a profession is a paid job that requires prolonged training and liberal or formal educational qualification. Profession is defined by Okunloye (2015) as a symbol for a desired conception of one's work and by extension of one's self (the worker). The term profession as defined by Saunders cited in 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. National Teachers Institute (NTI) (2007) defined a 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. And since teaching has the above characteristics, it should be professionalized.

Professionalization is the action or process of giving an occupation, activity or group professional qualities, typically by increasing training or raising required qualifications. It can also be seen as a social process by which any trade or occupation transforms itself into a true profession of the highest integrity and competence. Professionalization is defined by Oyekan (2007), 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 refers to building into teaching career some control device to ensure that the practitioners are worthy members of the profession (Adesina, 2015). The need for the professionalization of teaching has become imperative due to the advent of new technology and knowledge explosion that demands better trained teachers at the various levels of our educational sector. According to Modebelu, Ngerem and Unigbe (2019), teaching profession is an employment that requires some degree of learning which involves a collective body of persons engaged in it. Essentially, professionalism should be seen as the ability of the practitioners of an occupation to enforce its rules and regulations in terms of the autonomy and prestige, ethics, work conditions, admission into the field, training, certification and registration. Unfortunately, teaching in Nigeria is yet to be fully accorded the full recognition as a full profession because it has no direct and systematic control status (all comers job), poor remuneration of teachers, and lack of political will on the part of teachers' registration council to enforce its code of ethics and standard (Modebelu, Ngerem & Unigbe, 2019). If teaching is professionalized, there will be planning of the teaching process, offering variety in the classroom, using the instruction time effectively and creating a participatory learning environment. Other activities of professional teachers include monitoring the development of the students, ensuring the students' self-control and the personality traits of the teacher, tolerance and being patient, being open-minded, flexible and adaptive, affectionate, understanding and humorous; high success expectancy, encouraging and supportive and democratic personality (Henson & Eller, 2012). The above traits of professional teachers will be a way out in teaching profession especially in the achievement of Economics objectives.

Economics according to Robins in Achala (2014) is associated with scarcity and choice. He defines Economics as a social science which studies human behaviour as a relationship between ends and scarce means which have alternative uses. This means that Economics as a science that helps man to understand and manage his scarce resources, in order to meet his numerous needs. This informed the Federal Republic of Nigeria (FRN) (2017) in her national policy on education to identify six goals of Economics. They are listed thus:

- The development of critical thinking skills and the Accumulation of factual knowledge.
- Application of critical thinking to factual knowledge and development of effective decision making.
- The development of an understanding of micro and macroeconomics theory and their application to the Economics sub-fields.
- The development of an understanding of basics statistics, econometrics and regression analysis and their application in applied research.
- Offering a diverse selection of courses to foster a broad knowledge base in a field that provides strong foundation courses (micro and macro) for non-major.

Economics according to Hornby (2012) is the study of production and distribution of money and goods of a country. It is the study of how people of the society choose to use their limited resources like land, capital, labour, goods and technical knowledge to provide various goods and services for the consumption of man. It also enables individuals to understand better the relationship between himself and his fellow human beings in his effort to make a living. All over the world, the importance of Economics as an instrument of nation-building and national development cannot be over-emphasized. It is based on this axiom that Nigeria as a sovereign nation requires professionalized teachers to effect a change in National Development through the teaching and learning of Economics in secondary schools.

The need for the professionalization of teaching has become imperative given the advent of new technology and knowledge explosion that demands better trained teachers at the various levels of our educational sector. Essentially, professionalism should be seen as the ability of the practitioners of an occupation to enforce its rules and regulations in terms of the autonomy and prestige, ethics, work conditions, admission into field, training, certification and registration. The bachelor's degrees in education are offered at major universities. Out of the 63 colleges of education in the country offering the three year NCE programme, about a third are owned by the Federal Government and about half by State Government. The remaining are privately owned, all of them are under the supervision of the National Commission for Colleges of Education (NCCE), which sets and maintain standards and approves of courses and programme for all in Nigeria (Ekpo, Anuna & Okoli, 2002).

Professionalization of teaching improves the student to gain an understanding of major activities of people in our economic system and institution through which the objectives of our economic system can be achieved. A professional can make deliberate preparations because his understanding of and familiarity with the relevant (professional) landscape informs him on how to prepare. Also, like the chess master, he is trained to understand the inevitable results of hundreds of different patterns; he has

disciplined himself to observe the whole board and not just the most immediate features or the area with the most tension in the game (Rutledge & Andy 2012).

Ewetan (2010) argues that the present day secondary school students, on average can no longer do what primary school pupils use to do in those days in academic pursuit. And this is caused by non-professionalization of teaching. With the vital role, the knowledge and understanding of Economics is playing in the society, there is need to improve its standard of teaching as a profession.

The students offering this subject tend to encounter some problems which lead to their poor performances and the major problem seem to be caused by non-professional teachers who teach just to earn a means of livelihood than to impact knowledge, and has no time to evaluate the effective learning and teaching of Economics in the lives of students. This poses a serious problem on achievement of objectives of Economics. It is against this backdrop that the researchers deemed it necessary to ascertain if professionalization of teaching will be a panacea for the achievement of objectives of Economics in public secondary schools in Umuahia North, Abia State of Nigeria.

### **Research Questions**

The following research questions guided this research work:

1. How do non- professionalization of teaching affect the study of Economics in secondary schools?
2. To what extent do non-professionalization of teaching make Economics objectives unrealistic?
3. To what extent do professionalization of teaching enhance effective teaching and learning Economics?

### **Hypotheses**

**Ho1.** There is no significant difference in the mean rating of students and teachers on how non-professionalization of teaching affect the study of Economics.

**Ho2.** There is no significant difference in the mean rating of students and teachers on how non-professionalization of teaching makes Economics objectives unrealistic.

**Ho3.** There is no significant difference in the mean rating of students and teachers to the extent non-professionalization of teaching enhances effective teaching and learning Economics.

### **Methodology**

The design that was used in this study is descriptive survey research design. This design was chosen because it describes the situation that exists in their natural setting and gives the exact picture of the situation which the present study is interested in since the independent variable cannot be manipulated by the researchers. The

population of the study was 13, 230 students and 441 teachers in the five public secondary schools in Umuahia North L.G.A of Abia State. The sample used for this study was 150 (50 teachers and 100 students) randomly sampled systematically from five senior secondary schools in the area. The instrument used for data collection was researchers' structured questionnaire with 15 item – statements. Section A contains the background data of the respondent and while B contains the questionnaire items using four point rating scale of Strongly Agree (SA) 4, Agree (A) 3, Disagree (2) and Strongly Disagree (SD) 1 for research question one and Very high Extent (VHE) 4, High extent (HE) 3, Low extent (LE) 2 and Very low extent (VLE) 1 for question two and three. The questionnaire was validated by three experts, two from the Department of Educational Management and one from Measurement and Evaluation, all from Michael Okpara University of Agriculture Umudike. The experts looked at the appropriateness, comprehensiveness and clarity of the items in the questionnaire. Their criticisms and opinions were used to straighten the face and content validity of the instrument. A test-retest reliability proof was used to establish the reliability of the instruments. The instrument was administered on 150 respondents outside the study area. The split-half method was used to estimate the reliability of the test while the reliability of the questionnaire was tested using Cronbach's alpha coefficient method. The reliability ( $r$ ) alpha ( $\alpha$ ) value all lay between 0.86 which were considered acceptable. The hundred and fifty (150) questionnaires were administered to the students and teachers of the selected schools and were also collected by hands from the respective respondents on the spot. The researchers used frequency and mean in analyzing the data collected. The mean on each item was calculated by multiplying the frequency of each response category and dividing the value obtained by the total number of responses. However, the mean cut-off point of 2.5 was upheld. Any item below 2.5 falls below average and should be considered negative, vis-à-vis.

## Results

This subsection of the study presents the distribution of respondents according to status. The result of the frequency distribution used to analyze the data is presented in table 1 below.

**Table 1            Distribution of Respondents According to Status**

	Frequency	Percent
Students	100	66.7%
Teachers	50	33.3%
Total	150	100.0%

**Source: Field Survey 2019**

Table 1 above indicates that about 66.7% of the respondents are Students, the remaining 33.3% are Teachers. This implies that the respondents in this study are more of Students than Teachers, having accounted for 66.7% of the total respondents.

**Research Question 1: How do non-professionalization of teaching affects the study of Economics in secondary schools?**

**Table 2 Effect of Non-professionalization of teaching on the study of Economics in secondary schools**

Status	Students		Teachers		Total		Decision
	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	
Non-professionalization affects the quality of teaching of Economics so much	2.86	0.85	2.86	0.82	2.86	0.84	Agree
Non-professionalization of teaching gives more room for untrained teachers in Economics	2.84	0.75	2.88	0.70	2.86	0.73	Agree
Poor knowledge of teaching by non-professional teachers affect students' performance in Economics so much	2.72	0.88	2.70	0.87	2.71	0.87	Agree
Non-professionalization of teaching leads to the large use of poor instructional materials.	3.59	0.89	3.68	0.93	3.63	0.91	Agree

Teacher's inadequate qualification contributes to poor performance of students in Economics	3.10	0.81	3.14	0.95	3.12	0.87	Agree
<b>Pooled Mean</b>	<b>3.036</b>						

*Source: Field Survey 2019*

Table 2 above indicates that the respondents identified that Non-professionalization of teaching affects the quality of teaching of Economics because non-professionalization of teaching gives room for untrained teachers in Economics, poor knowledge of teaching by non-professional teachers lead to the use of poor instructional materials, and Teacher's inadequate qualification contributes to poor performance of students in economics, having scored a mean rating of 2.86, 2.86, 2.71, 3.63, and 3.12 respectively. Since the means scores are above the criterion mean value of 2.5, it implies that the respondents agreed that non-professionalization of teaching affects the study of Economics in secondary schools, since the pooled mean value (3.036) is greater than the criterion mean of 2.5.

### **Research Question 2: To what extent do non-professionalization of teaching make Economics objectives unrealistic?**

**Table 3**      **Extent non-professionalization of teaching Economics makes the study of Economics objectives unrealistic**

Status	Students		Teachers		Total		
	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	Decision
Most of the teachers in Economics do not have a degree in Economics Education.	3.21	0.826	2.94	0.875	3.09	0.857	HE
First degree level of formal Education should be minimum qualification for Economics teachers.	2.59	0.887	2.68	0.927	2.63	0.905	HE
Teachers' non-challant attitude to teaching of Economics caused by non-professionalization affect the students' performance.	2.50	0.861	2.64	0.900	2.56	0.880	HE



Lack of professional teachers make Economics objectives unrealistic.	2.80	0.849	2.88	0.899	2.84	0.871	HE
Teachers do not make appropriate use of teaching materials due to non-professionalization of teaching	2.96	0.761	2.98	0.813	2.97	0.783	HE
<b>Pooled Mean</b>	<b>2.818</b>					<b>HE</b>	

*Source: Field Survey 2019*

Table 3 reveals the extent non-professionalization of teaching Economics makes the study of Economics objectives unrealistic, first degree level of formal education should be attained for one to be a professional teacher in Economics, teachers' non-challant attitude to teaching of Economics caused by non-professionalization affects students performances, lack of professional teachers make Economics objectives unrealistic and teachers do not make appropriate use of teaching materials due to non-professionalization are all on the high extent. This is because the mean values of 3.09, 2.63, 2.56, 2.84 and 2.97 respectively are greater than the criterion mean value of 2.50. Based on the pooled mean value of 2.818, it is safe to conclude that non-professionalization of teaching makes economic objectives unrealistic to a high extent.

**Research Question 3: To what extent do professionalization of teaching enhance effective teaching and learning Economics?**

**Table 4      Extent professionalization of teaching can enhance good teaching and learning of economics in secondary schools**

Status	Students		Teachers		Total		Decision
	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	
Professionalization of teaching enhances the employment of qualified teachers.	2.86	0.846	2.86	0.822	2.86	0.835	HE
Professional teachers know how, where and when to make use of suitable teaching method.	2.50	0.849	2.58	0.899	2.54	0.871	HE
A professional teacher knows the appropriate instructional materials to be used in teaching and learning of Economics.	3.21	0.826	2.94	0.875	3.09	0.857	HE
Professionalization of teaching gives no room for untrained teachers.	2.72	0.88	2.7	0.869	2.71	0.874	HE
Professionalization of teaching enhances effective teaching and learning of Economics	2.71	0.691	2.64	0.671	2.68	0.682	HE
<b>Pooled Mean</b>					<b>2.776</b>		<b>HE</b>

**Source: Field Survey 2019**

The result presented in table 4.4 below, shows that the respondents agreed that Professionalization of teaching enhances the employment of qualified teachers, professional teachers know how, where and when to make use of suitable teaching

method, a professional teacher knows the appropriate instructional materials to be used in teaching and learning of Economics, professionalization of teaching gives no room for untrained teachers and Professionalization of teaching enhances effective teaching and learning of Economics to a high extent. Having mean ratings of 2.86, 2.54, 3.09, 2.71, and 2.68 respectively, which is above the criterion mean value of 2.5. The pooled mean value of 2.776 indicates that professionalization of teaching enhances effective teaching and learning of Economics to a high extent.

**Ho: There is no significant difference in the mean rating of students and teachers' on how non-professionalization of teaching affects the study of Economic.**

**Table 5 Independent samples t-test descriptive statistics for Hypothesis One**

	N	Mean	Std. Deviation	Std. Error Mean
Students	100	21.3445	2.96145	0.17127
Teachers	50	22.5405	3.09366	0.20763

*Source: Formatted from Independent t-test Result of SPSS Version 25.*

Table 5 reveals that the mean scores of students and teachers is 21.3445 and 22.5405 respectively. The standard deviation from the mean scores are 2.96145 and 3.09366 for students and teachers' respondents respectively.

**Table 6 Independent Samples Test for Hypothesis One**

	Levene's Test for Equality of Variances		t-test for Equality of Means			
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference
Equal variances assumed	0.472	0.492	-4.473	519	0.000	-1.19606
Equal variances not assumed			-4.444	464.548	0.000	-1.19606

*Source: Formatted from Independent t-test Result of SPSS Version 25.*

From table 6 above, the Levene's test for equality of variances suggest that equal variances should be assumed since the f-statistics probability (sig) is greater than 0.05. Hence, accept the assumption of equal variance and carry the t-test examination on the

row of equal variance assumed. Considering the row "equal variances assumed", the t-test value is -4.473 with a sig. value of 0.000, indicating that there is a significant difference in the responses of students and teachers on how non-professionalization of teaching affect the study of Economics. The mean difference column shows the difference between the mean score of students and teachers is -1.19606. The implication is that the rating of the teachers on how non-professionalization of teaching affects the study of economics is higher than the students rating. Thus, the study rejects the null hypothesis that there is no significant difference in the mean rating of students and teachers' on how non-professionalization of teaching affect the study of Economic. Thereby, accept the alternative hypothesis that there is a significant difference in the mean rating of students and teachers' on how non-professionalization of teaching affect the study of Economic.

**H<sub>02</sub>: There is no significant difference in the mean rating of students and teachers' on how non-professionalization of teaching makes Economics objectives unrealistic.**

**Table 7 Independent samples t-test descriptive statistics for Hypothesis Two**

	N	Mean	Std. Deviation	Std. Error Mean
Students	100	14.4983	2.26644	0.13107
Teachers	50	14.6126	2.80165	0.18803

*Source: Formatted from Independent t-test Result of SPSS Version 25.*

Table 7 indicates that the mean scores of Students and Teachers is 14.4983 and 14.6126 respectively. The standard deviation from the mean scores is 2.26644 and 2.80165 for Students and Teachers respectively.

**Table 8 Independent Samples Test for Hypothesis Two**

	Levene's Test for Equality of Variances		t-test for Equality of Means			
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference
Equal variances assumed	4.619	0.032	-0.514	519	0.607	-0.11428
Equal variances not assumed			-0.499	415.238	0.618	-0.11428

*Source: Formatted from Independent t-test Result of SPSS Version 25.*

From table 8 above, the Levene's test for equality of variances suggest that equal variances should not be assumed since the f-statistics probability (sig) is less than 0.05. Thus, reject the assumption of equal variance and carry the t-test examination on the row of equal variance not assumed. Considering the row "equal variances not assumed", the t-test value is -0.514 with a sig. value of 0.607, indicating that there is no significant difference in the mean rating of students and teachers' on how non-professionalization of teaching makes Economics objectives unrealistic. This implies that the ratings of the teachers and students on how non-professionalization of teaching makes economics objectives unrealistic is not statistically different. Meaning that the teachers and students agreed on the influence of non-professionalization of teaching on teaching and learning economics objectives. Thus, the study accepts the null hypothesis that there is no significant difference in the mean rating of students and teachers' on how non-professionalization of teaching makes Economics objectives unrealistic.

**H<sub>03</sub>: There is no significant difference in the mean rating of students and teachers to the extent professionalization of teaching enhances effective teaching and learning Economics.**

**Table 9      Independent samples t-test descriptive statistics for Hypothesis Three**

	N	Mean	Std. Deviation	Std. Error Mean
Students	100	15.7492	2.63952	0.15265
Teachers	50	15.4910	2.96852	0.19923

**Source: Formatted from Independent t-test Result of SPSS Version 25.**

Table 9 reveals that the mean scores of Students and Teachers is 15.7492 and 15.4910 respectively. The standard deviation from the mean scores is 2.63952 and 2.96852 for Students and Teachers respectively.

**Table 10: Independent Samples Test for Hypothesis Three**

	Levene's Test for Equality of Variances		t-test for Equality of Means			
	F	Sig.	T	df	Sig. (2- tailed)	Mean Difference
Equal variances assumed	1.086	0.298	1.047	519	0.296	0.25817
Equal variances not assumed			1.029	443.324	0.304	0.25817

***Source: Formatted from Independent t-test Result of SPSS Version 25.***

From table10 above, the Levene's test for equality of variances suggest that equal variances should be assumed since the f-statistics probability (sig) is greater than 0.05. Thus, accept the assumption of equal variance and carry the t-test examination on the row of equal variance assumed. Considering the row "equal variances assumed", the t test value is 1.047 with a sig. value of 0.296, indicating that there is no significant difference in the mean responses of Students and Teachers on the extend non-professionalization of teaching enhances effective teaching and learning Economics. The implication is that the responses of the students and teachers on the extent professionalization of teaching enhances effective teaching and learning Economics is almost the same. Thus, we accept the null hypothesis that there is no significant difference in the mean rating of students and teachers on the extent professionalization of teaching enhances effective teaching and learning Economics.

## **Discussion**

Generally, the analysis of data collect via the questionnaire indicates that non-professionalization of teaching affects the study of Economics, making the subject look unrealistic and has failed to enhance effective teaching and learning of the subject.. It was revealed that non-professionalization affects the quality of teaching of Economics, gives room for untrained teachers in Economics, and leads to the use of poor instructional materials. And poor knowledge of teaching by non-professional teachers affect students' performance in Economics. This is because the mean value of the respondent rating regarding how non-professionalization of teaching affect the study of Economics in secondary schools was above the criterion mean. Secondly, the respondents indicated that most of the teachers in Economics do not have a degree in Economics education, first degree level of formal education should be attained for one to be a professional teacher in Economics, teachers' non-challant attitude to teaching of

Economics caused by non-professionalization affect the students performances, lack of professional teachers make economics objectives unrealistic, and teachers do not make appropriate use of teaching materials due to non-professionalization of teaching. Hence, it is gathered that non-professionalization of teaching makes economics objectives unrealistic. This is also in agreement with Olaniyonu (2014) who stated that an Economics graduate who teaches Economics is regarded as a non-professional teacher as he did not receive training in Economics Education as the case may be. Such unqualified and unprofessional teachers are not conversant with the complexities of teaching; they have little or no motivational level and remained unbothered about their teaching efficiency. The findings also agree with Ogbonna (2016) who found out that teaching and learning of Economics in our secondary schools are affected by unqualified Economics teachers, poor method of teaching, inadequate instructional materials and attitudes and interest of the teachers and students.

Finally, the result also revealed that professionalization of teaching enhances the employment of qualified teachers, professional teachers know how, where and when to make use of suitable teaching method, a professional teacher knows the appropriate instructional materials to be used in teaching and learning of Economics, professionalization of teaching gives no room for untrained teachers and enhances effective teaching and learning of economics.

### **Conclusion**

This research work attempted to identify how professionalization of teaching enhances the achievement of Economics objectives in secondary schools. The result of the study suggested that professionalization of teaching will to a high extent affect the teaching and learning of Economics in secondary schools especially in Umuahia North L.G.A where no such work has been carried out.

### **Recommendations**

Based on the findings from the study and to combat the issues and problems identified in the course of the study, the following recommendations were made:

1. The government should look into the problem of general dissatisfaction with the teaching profession such as poor teacher education programme, poor salaries and allowances, poor public image of the profession and the desire of most teachers to enter another type of work with attractive remunerations.
2. Teachers should always keep fit in the teaching profession by attending conferences, seminars, workshops and exhibitions which relate to his area of interest or subject.
3. Opportunities must be provided for the professional growth of the teachers, and functional teacher education programme must be put in place.

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