
**PERCEIVED INFLUENCE OF GENDER ON THE CHOICE OF ENGLISH
LANGUAGE TEACHING AS A PROFESSION AMONG SECONDARY
SCHOOL TEACHERS IN AWKA EDUCATION ZONE**

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Abstract

The study assessed gender influence in choosing English language teaching as a profession among secondary school teachers in Awka Education Zone of Anambra State, Nigeria. The study adopted a descriptive survey research design. Three research questions and one hypothesis guided the study. The sample of the study was 150 English language teachers drawn from 25 public and mission secondary schools in the zone. Data were collected using Gender Assessment of English Language Teaching Profession Questionnaire (GAELTPQ), which was validated by three experts. The internal consistency of GAELTPQ was determined using Cronbach's Alpha Method and it yielded a reliability index of 0.76. The research questions were answered using frequencies, percentages, mean, and standard deviation while t-test was used to analyze the hypothesis at 0.05 alpha level. The findings of the study revealed that gender was a significant factor in choosing teaching as a profession among male and female English language teachers. Also, job security, enough family time and holidays, ability to teach and professional qualification were some of the factors that had high influence on both male and female teachers' willingness to choose English language teaching as a profession. The study recommended that passion, interest, determination and impacting lives should be the driving force for choosing English language teaching as a profession and that teachers should be well-remunerated and given valued recognition by the government so as to attract more males into the profession thereby erasing the societal perception and stereotyping of teaching as a feminine profession.

Keywords: Gender, Influence, English language, Teaching and Profession

Introduction

Gender mainstreaming in the teaching profession has continued to attract attention in this 21st century thus, it has become a significant and controversial issue especially among researchers in language education. This is so because language education plays a crucial role in shaping educators' critical thinking skills to craft student-centred and gender-responsive pedagogical practices (Bengas, 2020). This could be what informed Taqi, Al-Darwish, Akbar and Al-Gharabali's (2015) opinion that gender is a teacher-related

factor that is constantly researched due to the major influence it has on aspects of teaching and learning particularly in an environment based on gender segregation. By implication, gender is clearly an effective part of the educational construction as it has always been associated with language teaching and learning and according to Appleby (2014), its importance lies in the knowledge that gender is connected directly with different opportunities and barriers which shape the composition of language teachers.

The term gender is a socio-cultural construct which refers to the social or cultural characteristics assigned to male and female members of a given society. Uloh-Bethels, Nwafor and Dyikuk (2022) refer to gender as a spectrum of physical, biological, mental and behavioural characteristics linked to the masculine and feminine population and their distinction in the society wherein they are born or live. The above reference indicates that society has over time expected men and women to act in certain ways, perform certain duties and behave in certain ways due to their biological differences and other social and cultural factors. Berkeley (2018) notes that even in the family, duties are allocated on the basis of one's sex and this becomes a major influence on a young adult's career choice later in life. This means that sex-based allocation of assignments and gender-based societal expectations can, in the long run, potentially influence each gender's behaviour in society and their decision-making about choosing a profession even when they become mature men and women members of the society. It is in this context that Ahmad, Zaid and Heather (2019) define gender as the behavioural characteristics of individuals who are males or females. Could these characteristics account for why each gender tend to choose certain professions in accordance with societal beliefs and expectations of that gender? Or could they be responsible for why males and females choose (not) English language teaching as a profession among teachers in Awka Education Zone of Anambra State, Nigeria?

A profession refers to an occupation, vocation or career. It requires prolonged training, preparation, knowledge, skill development, mastery, passion and love for the profession. A profession could also be explained as a paid occupation from which one may earn a living particularly such that involves years of training after which a formal relevant qualification and certification are obtained. Priority Learn (2023) explains that a profession is an occupation that requires knowledge of some form of advance education or specialized training in one's chosen field in order to give services to consumers and also asserts that professions are governed by recognized professional bodies. These regulating professional bodies issue operational licence(s) to the professions they are governing and can also revoke such licence(s) on account of breaching of any stipulated rules and regulations or policies guiding the members.

An example of a profession is teaching. Apart from being a paid occupation, it involves prolonged educational and advanced training professional qualification, certification and regularization by appropriate professional body such as the Teachers Registration Council of Nigeria (TRCN). Chief Editor (2023) adds that aside being a paid occupation, teaching involves training and it requires lifelong learning, advance programmes for promotion and high emotional intelligence to become a teacher. The author further claims that teaching adds value to society thus, teaching is not just standing in front of the classroom to lecture or teach students rather, it involves understanding students to some level to know how best knowledge can be transferred to them for better absorption.

The above discussion indicates that a profession such as teaching is not something to toil with and as such, choosing teaching as a profession or making career decision about teaching the English language has to be pre-determined and not to be left to chance. This is because English language teaching can be very demanding and tasking. The English language teacher is saddled with a myriad of teaching responsibilities and challenges, which invariably take a huge toll on the teacher as an individual. For instance, English, as a significant language, is taught from early childhood to adulthood and it is learnt everyday especially in primary and secondary schools in Nigeria because it serves as a scaffold to studying other school subjects be it in arts, social sciences, humanities, science and technology. Apart from using English as a language of instruction and communication, an English teacher educates students in all aspects of English language including the linguistic skills of listening, speaking, reading and writing and also in studying Literature-in-English. English teachers typically teach at all levels of education in Nigeria and they develop lessons around literacy, creative writing, grammar, vocabulary, oracy, communication skills, diverse literatures of the language and more. Again, whether they teach preschool, primary school pupils, secondary or tertiary students, chances are that they spend overtime hours planning for instructional time and delivery yet, they likely never get paid overtime. Some English language teachers probably have to improvise or purchase teaching materials/resources with their own money as well. And what about personal sponsorship of researches, conferences, seminars, workshops, the rigors of engaging in special and inclusive education, the ever increasing responsibilities of assessing standardized testing as well as extracurricular activities?

Moreover, teaching and learning the English language has helped in addressing the language question, which is one of the dominant and pervasive questions in Nigeria. Language is a potent vehicle of transmitting cultures, values, norms and beliefs from generation to generation hence, it remains a central factor in determining the status or nature of any nation. This informs the submission of Isayev cited in Adekunle (2018) that language is a nation's most obvious and most important attribute since there is no such thing as a nation without a common linguistic basic. The dominant inference from Isayev's submission is that for national integration, cohesion and development, there must be a language acceptable to all in running a nation's affairs (Adekunle, 2018). In Nigeria, for instance, language barrier is eliminated by the use of English language for official matters and in communication. This has made it feasible for Nigerians from various ethnic groups to communicate with one another.

With the peculiar nature and status of English language and with its associated irregularities in morphology, phonology, syntax, vocabulary, grammar and semantics, many colleges of education and universities offer a specialized English language education program which provides all the instruction needed to start teaching English at the primary, secondary and tertiary levels of education. The minimum educational qualification for English language teachers in Nigeria is the National Certificate in Education (NCE) for primary education and a bachelor's degree in English (BA) or in English Education (BA.Ed) for secondary and tertiary education. On the other hand, the language policy in Nigeria granted the English language the status of being the sole official language and the language of instruction in the country. This policy appears to have influenced and

subsequently given English language a high social utility, which may be the explanation to why people are delving into choosing the teaching of English language as a profession.

Despite all these responsibilities, there are numerous benefits and opportunities available to the English language teacher. For example, the teacher gets the incredible opportunity to see the students grow in language competence and express their thoughts in new vocabularies. The English teacher is able to teach real-world analytical and problem-solving skills through topics like creative writing, essay and speech writing. Teaching English means you are also learning by yourself because English language, like all human languages are ever evolving (Watley, 2016). Mathematics teachers for instance, often teach formulas for finding answers to mathematical questions thus, there must always be the right or wrong answer. The English teacher however, can teach students to look at problems or situations from multiple perspectives and in addition to using their (students') creative ability. In fact, that's really the basis of learning how to write essays such as narrative, expository, descriptive, argumentative and other forms of creative writing. With English language teaching, students can become novelists, playwrights or poets having the ability to write and analyze literature and as Berkeley (2018) puts it, doing the literature analysis on an advanced level with the understanding that the world is full of ambiguities.

In addition, the English teacher gets to show students other parts of the world, occupations, places, cultures, learning experiences and activities they may not have experienced before. This exploration occurs through teaching comprehension passages dealing with diverse topics and with the study of fictional and non-fictional texts in the three genres of literature which are prose, drama and poetry. The English teacher gets to introduce the students to historical events and periods through primary source documents and foundational documents and occasionally shares articles about scientific discoveries and concepts, even ones that the teacher does not totally understand by himself (Brosh, 2016). Here lies the beauty and seeming satisfaction of the job of an English language teacher—always learning and garnering new knowledge and experiences.

Unfortunately, teachers, especially in Nigeria, seem to be the most unappreciated and the most underpaid when compared to their counterparts in other parts of the world. Based on many studies conducted at International TEFL Academy, as reported by Colquhoun (2023), South Korea runs at the top of the list as one of the first countries to hire foreign English teachers since covid-19. According to Curtain and Pesola (2014), English teachers in Korea enjoy free furnished housing, get reimbursed for their airfare and those on contract receive an extra month's salary at the end as a bonus. Typically, English language teachers make enough to save around 50% of their salary each month and such savings can top \$1,000 a month or up to \$15,000 a year. Curtain and Pesola also note that in Luxembourg, Switzerland and Germany, the starting salary of lower secondary teachers is \$79,000, €66,972 and €54,129 respectively. According to Education (2023), South Africa is the highest paying African country for English language teachers as they receive around 10,560 rands which, if converted to naira, could be as much as N267,041.35 as monthly salary. These are just to mention but a few and to establish that the huge gap in the (English language) teachers' remuneration in Nigeria is not encouraging especially at the secondary school level yet, men and women have continued to accommodate English language teaching as their chosen profession. What could have engineered such choice among male and female teachers who are already in the profession?

In answering this question, many reasons have been proffered by scholars such as Bernaus and Gardner (2008), Frenzel, Goetz, Ludtke and Pekrun (2009), Griffin (2010), Topka and Uztosun (2012), Waltz et al (2012), Bakar et al (2014), Taqi, Al-Darwish, Akbar and Al-Gharabali (2015), Pizarro and Laborda (2021), Pikic, Maskalan and Pavin (2022) and Stems (2022). For instance, Taqi et al (2015) are of the view that gender is an inevitable factor that, to a varying degree, influences classroom behaviour from the teaching task itself to basic daily communication adding that other factors such as English language proficiency, professional qualifications, teaching experience, personality traits and being a native or non-native speaker of English and other individual variances constitute to what some language teaching institutions consider before employing a teacher. Confirming the above assertion, Brosh and Lawrenz cited in Taqi et al (2015) claim that what concerns students more than a teacher's skills or appearances is his gender and that in the secondary education level, students tend to favour having teachers of the opposite sex because it renders the classroom's psychological atmosphere more positive and comfortable.

The issue of gender is not very important to researchers like Bernaus and Gardner and Frenzel (2008), Goetz, Ludtke and Pekrun (2009) as reported in Pizarro and Laborda (2021). According to these researchers, if a teacher is motivated to teach (despite the gender), there is a good chance that their students will be motivated to learn because teacher's motivation affects students' motivation and attitudes in class. This could be why Griffin (2010) advises that it is crucial for teachers to have an overall job satisfaction and motivation so as to create a classroom environment that is conducive to the overall development of students. In addition, Topka and Uztosun (2012) note that affective variables such as self-confidence may play a key role in decision-making process thus, perception of one's abilities to carry out certain tasks and perform a specific job could be considered to be a major factor in deciding whether or not to choose a profession such as English language teaching. In Pizarro & Laborda's (2021) parlance, the main motivating factors for choosing teaching the English language as a profession include intrinsic, extrinsic and altruistic motives. Intrinsic motives relate to personal interest and intellectual fulfilment. Extrinsic motive has to do with external rewards such as holidays, job security or material benefits while altruistic motives relate to such things as making a social contribution and being part of children and young people's growth and development.

There are conflicting assessments and findings on why male and female choose teaching as a profession. For instance, researchers such as Topkaya and Uztosun (2012), and Pizarro and Laborda (2015) subscribe to intrinsic reasons on the basis that intrinsic motivated (English language) teachers appear to be more involved in their jobs. However, Bakar et al's (2014) perception is that individuals with high level of both altruistic and intrinsic motives will be more committed to the teaching profession and are likely to perform more efficiently. Meanwhile, Stems (2022) is of the opinion that enthusiasm could be a factor of choosing (English language) teaching as a profession. Stems observes that male English language teachers tend to have higher degrees and are less enthusiastic about professional development than their female counterparts stressing that whether male or female, most teachers lose more interest in their jobs as they grow older in the profession. Stems, therefore, concludes that teachers lacking in enthusiasm for professional development cannot be expected to satisfactorily perform their duties. These studies

indicate that there is no conclusive report on the influence of gender in choosing teaching as a profession. Also, none of the studies known to the researcher, which incorporated the notion of gender in choosing English language teaching as a profession has been conducted in Awka Education Zone of Anambra State. This is the purpose of this study as well as the gap that this study sought to close. To guide the study, the following research questions and hypothesis were formulated:

1. What are the demographic characteristics of English language teachers in Awka Education Zone?
2. What are male and female teachers' perceptions of choosing English language teaching as a profession in Awka Education Zone?
3. What are the factors that influence the choice of English language teaching as a profession among male and female teachers in Awka Education Zone?

Research hypothesis

H₀: Gender will not be a significant factor in choosing English language teaching as a profession among male and female teachers in Awka Education Zone.

Methodology

This descriptive survey study was conducted in Awka Education Zone of Anambra State, Nigeria. The zone is made up of five local government areas (LGAs) which are Anaocha, Awka North, Awka South, Dunukofia and Njikoka LGA. Statistics from the Post Primary School Service Commission (PPSSC, 2023), Awka zone indicated that there are 72 (60 public and 11 mission) schools in the zone. Three research questions and one hypothesis guided the study. The population of the study was 432 English language teachers in the zone but the participants of the study were 150 (52 males and 98 females) drawn from 25 secondary schools in the zone using multi-stage sampling procedure. The secondary schools were first stratified into the five LGAs that make up the zone. The PPSSC Awka zone had already done the stratification. From each LGA, five secondary schools were randomly drawn ($5 \times 5 = 25$). Then, from each of the 25 selected schools, six English language teachers ($6 \times 25 = 150$) were proportionately selected depending on the number of male and female English language teachers in each school. Data was collected using a three-clustered questionnaire titled Gender Assessment of English Language Teaching Profession Questionnaire, which was validated by three experts. Items on the instrument were measured on a four-point Likert type scale responses of Strongly Agree, Agree, Disagree and Strongly Disagree. Response options with mean values ranging from 3.50 - 4.00; 2.50 - 3.49; 1.50 - 2.49 and 0.50 - 1.49 were rated as 4 points, 3 points, 2 points and 1 point respectively. With a reliability co-efficient of 0.76, the instrument was considered reliable after it was tested using Cronbach's Alpha Method. The instrument was administered to the participants with the help of five research assistants. Data collected were analyzed using frequencies, percentages, mean and standard deviation. A criterion mean of 2.50 was set for agreeing or disagreeing with any item response. The hypothesis was tested at 0.05 level of significance using t-test statistics.

Results

The results are presented in tables according to the research questions and hypothesis

Table 1: Demographic Characteristics of Participants

Demographic Characteristics	Male (52)		Female (98)	
	Frequency	Percentage	Frequency	Percentage
Age: 25 – 30 years	9	6.0%	32	21.3%
31 – 35 years	19	12.7%	41	27.3%
36 – 40 years	14	9.3%	14	9.3%
Above 40 years	10	6.7%	11	7.3%
Total	52	35%	98	65%
School Type: Public School	38	25.3%	71	47.3%
Mission School	14	9.3%	27	18.0%
Total	52	35%	98	65%
Qualification: NCE	8	5.3%	15	10.0%
BA/BA(Ed)	26	17.3%	54	36.0%
MA/MA(Ed)	14	9.3%	21	14.0%
Others	4	2.6%	8	4.6%
Total	52	35%	98	65%
Experience: 5 – 10 years	9	6.0%	21	14.0%
11 – 15 years	11	7.3%	24	16.0%
16 – 20 years	18	12.0%	39	22.0%
Above 20 years	14	9.3%	14	9.3%
Total	52	35%	98	65%

Table 1 shows the distribution of the participants of the study by gender, age, school type, qualification and experience. The data indicate that 35%, representing 52 male English language teachers participated in the study. By distribution, male teachers were between the ages of 25- 30(6%), 31-35(12.7%), 36-40(9.3%) and above 40years(6.7%). 38(25.3%) teach in public schools while 14(9.3%) teach in mission schools. Those who have NCE (8), BA/BA(Ed) (26), MA/MA(Ed) (14) and others qualification (6) represent 5.3%, 17.3%, 9.3% and 2.6% of the male participants respectively while 9(6%), 11(7.3%), 18(12%) and 14(9.3%) have teaching experience ranging from 5-10, 11-15, 16-20 years and above 20 years. The data also show that 98, representing 65% of the participants are females. 32(21.3%), 41(27.3%), 14(9.3%) and 11(7.3%) are within the age of 25- 30, 31-35, 36-40 and above 40years. 71(47%) teach in public schools while 27(18%) teach in mission schools. 15(10%) have NCE, 54(36%)BA/BA(Ed), 21(14%) MA/MA(Ed) and 8(4.6%) have other qualifications. Also, 31(14%), 24(16%), 39(26%) and 14(9.3%) represent those that have 5-10, 11-15, 16-20 years and above 20 years of teaching experience.

Table 2: Male and Female Teachers' Perception of Choosing English Language Teaching as a Profession

S/ N	Item Statement	Male		Female	
		Mean	SD	Mean	SD
1	I can earn a good living by teaching English language	2.42	1.10	2.77	0.84
2	English language teaching is just an alternative job	2.53	1.01	2.38	1.08
3	English language teaching has no future prospect	2.50	0.99	2.67	0.89
4	English language teaching is a profession for the unambitious	2.53	1.01	2.88	0.72
5	English language teaching is a lucrative profession	2.60	0.90	2.84	0.89
6	English language teaching is a low esteemed profession	2.74	0.96	2.70	0.92
7	English language teaching is a feminized profession	2.84	0.89	3.38	0.64
8	English language teaching has poor societal recognition, value and appreciation	3.02	0.79	3.05	0.81
9	English language teaching is not a well-paid profession	2.84	0.89	2.97	0.78
10	English language teaching has no significant contribution to national development	2.44	0.97	2.42	1.10

Table 2 shows male and female teachers' perception of choosing English language teaching as a profession. Data show that with mean scores above 2.50, all the male and female teachers have almost the same perception about choosing English language teaching as a profession. However, item 1 has mean scores of 2.42 and 2.77 for males and females respectively indicating that while the male teachers believe that they cannot earn a good living by teaching English language, the reverse is the case for the females. With item 10 having a mean score below 2.50 for both gender, it implies that both genders disagree that English has no significant contribution to national development.

Table 3: *Factors that Influencethe choice of English Language Teaching as a Profession among Male and Female Teachers in Awka Education Zone*

SN	Item Statement	Male		Female	
		Mean	SD	Mean	SD
1	I have a great passion for English language teaching	2.42	1.10	2.75	0.83
2	English language teaching guarantees job security	2.49	0.69	2.97	0.92
3	Teaching English gives personal utility value	2.53	0.59	2.63	0.88
4	I have always desired to be an English language teacher	2.21	1.05	2.75	0.83
5	English language teaching is a prestigious profession	2.58	0.59	2.89	0.74
6	I teach English language as a service to humanity	2.42	1.10	2.44	0.47
7	I teach English language because it is well remunerated	2.19	1.32	2.35	0.96
8	Teaching English affords me enough family time and holidays	2.78	0.62	3.30	0.46
9	I feel intellectually fulfilled teaching English language	2.33	1.42	2.63	0.78
10	I have the professional qualification to teach English	2.74	0.89	3.01	0.46
11	I teach English because I could not get a better job	2.61	0.73	2.44	0.77
12	I teach English to have the opportunity to work with students	2.53	0.89	3.02	0.46
13	I derive job satisfaction from teaching the English language	2.58	0.59	2.86	0.61
14	I teach English to make generational impact on students	2.42	1.10	2.74	0.51
15	I have the ability to teach the English language	2.74	0.89	2.63	0.78

Data presented in Table 3 reveal that for the males, except items 1, 2, 4, 6, 7, 9 and 14, other items had mean scores above 2.50. For the female teachers, all the items had mean scores above 2.50 except items 6, 7 and 11 with mean scores of 2.44, 2.35 and 2.44 respectively. This shows that there is a point of divergence between both genders on the factors influencing choosing English language teaching as a profession.

Table 4: *T-test Analysis of Male and Female Teachers' Perception of Choice of English Language Teaching as a Profession in Awka Education Zone*

Gender	N	Mean	SD	Df	t-cal	t-critical	Sig. level	Dec.
Male	52	3.01	0.73					
Female	98	2.77	0.88	184	0.38	1.47	0.05	S
Total	150	5.78	1.61					

Key: Df=Degree of freedom, t-cal=calculated value, Sig=significance level, Dec=Decision

The t-calculated of 0.38 is lower than the critical value of 1.47 as presented in Table 4. This means that a significant difference was found between the male and female teachers' opinion of choosing English language teaching as a profession. Gender was a significant factor thus, the null hypothesis that gender will not be a significant factor of choosing English language teaching as a profession among male and female teachers in Awka Education Zone was not accepted.

Discussion

Results in Table 1 reveal that a greater percentage of English language teachers are females and are mostly within the age range of 24-40 years. These female teachers also have more qualifications and teaching experience than the males. This finding agrees with that of Watt et al (2012) and Moreau (2018) who assert that gender differences in choosing teaching (as a profession) are reflected in the fact that men are much less attracted to enrol in teacher education programmes and that numerous studies that focused on the teaching profession had demonstrated that teaching is perceived as increasingly feminized. This so-called feminization of the teaching profession could be attributed to the societal gender stereotyping of teaching as a job meant for the female gender. Invariably, the males, being influenced by gender-based societal expectations, tend to shy away from teaching, in their decision-making about choosing a profession. This explains, according to Taqi et al (2015), why within both (gender) groups, there are differences based on teaching experiences, professional qualifications, personality and other individual variances.

Data, as presented in Table 2, indicate that both male and female English language teachers have almost the same opinion about teaching as a profession. However, while the males see teaching as an alternative job for earning a living because it commands poor societal recognition, value and appreciation in addition to being a low esteem profession, the females think otherwise. For female teachers, English language teaching is neither an alternative job nor a low esteemed profession. They believe that although teaching does not attract high remuneration, societal recognition and appreciation, one can make a living from it and through it, make a significant contribution to national development. The findings of this study underscore the fact that perception, to a large extent, influences decision-making. This opinion supports Topkaya and Uztosun's (2012) assertion that the perception of one's ability to carry out certain tasks and perform a specific job is a major factor in deciding whether or not to choose a profession.

Results in Table 3 show that although both male and female English language teachers are on the same platform about the factors that influence their choice of English

language teaching as a profession, there is a point of divergence. The male teachers are not driven by passion, job security, desire, service to humanity, intellectual fulfilment or by a bid to make a generational impact on students probably because the job is not well-remunerated. But for female teachers, passion, job security and intellectual fulfilment are their driving forces. They are not daunted by poor remuneration because, to them, English language teaching offers them the opportunity to make a generational impact on the students. This suggests why items 8 and 12 attracted the highest mean scores for the females. It is believed that having enough family time, holidays and working with students is an extension of females' natural love, affection and stereotyping of caring for the home, children and family. This finding supports Pikic et al's (2022) submission that while men tend to be employed in a profession related to engineering, science and technology, women find their place in professions dedicated to children, family and healthcare with many of such professions being considered exclusively female.

As presented in Table 4, findings from the test of the null hypothesis show that a significant difference was found between males and females' opinion of choosing English language teaching as a profession. The females had a higher mean response than the males. Therefore, the null hypothesis that gender will not be a significant factor in choosing English language teaching as a profession was rejected. This finding aligns with Pikic et al. (2022) who found that gender was statistically a significant factor in predicting the choice of teaching as a profession among men and women.

Conclusion

The study assessed the influence of gender in choosing English language teaching as a profession in Awka Education Zone of Enugu State. Results showed a lopsided choice among the male and female English language teachers. The number of female teachers was almost twice that of the males. Although both genders see English language teaching as a profession and also have the same perception of the factors that influenced their choice, gender played a significant role. The study concluded that gender stereotyping of some professions and societal predictions and expectations of each gender immensely contributed to why there are more females than males in the teaching profession. Also, the engineering force of making a decision about choosing teaching as a profession should be borne largely out of passion, interest and professional qualification and not by the gender-based stereotyping of professions by society. This will curb the societal bias of predicting some professions in terms of gender.

Recommendations

The following proposals were made based on the findings of this study:

1. Choosing one's profession or making a career choice should not be defined, determined or predicted by society but by passion, interest, determination and other indices as may be considered by the one making the choice. This is because many professions may suffer infiltration of the wrong people if they are left to be determined by societal gender stereotyping.
2. The perception that teaching is a feminine profession needs to be completely erased. It places a border on males' chances of securing teaching jobs, and their

- making valid professional decisions and also demotivates those who are actually determined to become professional teachers.
3. The issue of poor remuneration, poor societal value, recognition and appreciation should be addressed by the government. If teachers are well-remunerated and given valued recognition, it will help to redefine teaching as a low status profession and perhaps, attract more males into the profession.
 4. It is generally accepted that taking care of children and young ones are exclusively and naturally female affairs. This notion needs to be discouraged because everyone, whether male or female, has a part to play in caring, up bring and impacting the lives of children and young ones.
 5. One of the limitations of this study was that it was carried out in only in Awka Education Zone of Anambra State, Nigeria. This could influence the generalizability of its findings hence, it is recommended that this study could be replicated in another zone or at state level to either refute or corroborate the findings of this study.

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