

Assessment of Self Concept as a Determinant of Teacher's Attitudes towards Teaching Profession in Lagos State

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Abstract: Ability that teacher possesses to help him feel good about himself and his abilities has a tremendous influence on his attitude towards teaching profession which ultimately boost academic performance of students in Secondary schools. This study therefore assesses self concept as a determinant of teacher's attitudes towards teaching profession in Lagos State, Nigeria. The study adopted descriptive survey research design, while random sampling method was applied at selecting the sample. The study made use of a sample of 200 participants from the two Secondary schools in Agege Local Government Area of Lagos State Nigeria. Attitude Scale Towards Teaching Profession (ASTTP) and Self Concept Inventory (SCI) were adopted, and modified for this study, administered to the participants and were collected immediately after administering them. The data collected from the respondents was analysed using t-test statistical tools, while inferential statistics was used to analyse the respondents' personal data. The study found that, there is significant difference between male and female teachers with respect to their attitude towards teaching profession; there is significance difference between Public and Private teachers with respect to their attitude towards teaching profession; there is significance difference between male and female teachers' attitude towards teaching profession with respect to their self-concept and finally, there is significance difference between Private and Public teachers' attitude towards teaching profession with respect to their self concept. The study concluded that, teachers' attitude plays a significant role in the teaching and learning of students in Secondary schools within the study area. The study therefore recommended that government at all levels, should work together to ensure that there is availability of adequate facilities needed for teaching effectiveness in Secondary schools. The researcher equally recommended that, there is need for organizing of seminars/workshops on positive teachers' disposition while teaching should be addressed by all education stakeholders as important and urgent.

Keywords: Teachers, self-concept, secondary school, education, attitude and profession.

INTRODUCTION

In every modern society, it is believed that, education is a process which begins at birth and continues throughout life. So we can say it is a never-ending process of development, beginning from infancy to maturity from womb to grave. It is the key to national development and there is a need to maintain every level and every aspect of education. The United Nations Convention on the Rights of the Child recognizes education as a legal right of every child (UNICEF, 1989). Yet education remains a privilege to many. UNESCO data shows that 258 million children and youth were out of school for the school year ending in 2018. Of that total, more than 129 million were girls and 58 million were of primary school age (Edwards *et al.*, 2018).

Education is the process where an individual acquires or imparts basic knowledge to another. It is also where somebody can develop skills essential to daily living, learn social norms, develop judgment and reasoning as well as learn how to discern right from wrong. The ultimate goal of education is to help an individual navigate life and contribute to society once they become older.

Attitude can be simply defined as an established way of thinking or feeling or behaving about something or someone. The origin of the word 'attitude' came from French and then from Latin

word "aptitude"- "aptus" means fit. Attitude may also be defined as positive or negative evaluation of anything of one's surroundings or environments. Attitude comes from our beliefs, intension and action (Fishbein and Ajzen, 1975) and it is a psychological tendency which is expressed by appraising a particular entity with some degree of favour or disfavour (Eagly and Chaiken).

Sokal & Sharma, 2017 and Sivakumar, (2018) define attitude as a tendency to react favorably or unfavorably toward a designated class of stimuli, such as a national or racial group, a custom or an institution. Thus defined, attitudes cannot be directly observed but must be inferred from over behaviour, both verbal and non-verbal. An attitude is enduring system that includes a cognitive component of a feeling component and an action tendency. Attitudes involve an emotional component that gives some consistency to our thinking about social objects as well as our feelings towards them. People also tend to act consistently as a result of this consistent beliefs and feelings.

Attitude is one factor which may influence teacher's effectiveness a well as the academic performance of students. How well a teacher has mastered the subjects matter is described by the level of his/her effectiveness (Megargee, 2010).

Meanwhile, self-concept is a collection of knowledge about the self, such as: B. Beliefs about personality traits, physical characteristics, skills, values, goals, and roles. From an early age, children acquire and organize information about themselves so that they can understand their relationship to their social world. This developmental process is a direct result of the child's cognitive development and social relationships with family and peers. In early childhood, a child's self-concept is less nuanced and more focused on concrete characteristics such as physical features, possessions, and abilities. In mid-early childhood, the concept of the self becomes more integrated and differentiated as the child makes social comparisons and perceives the self more clearly as composed of internal and psychological characteristics. In late childhood and adolescence, self-concepts become more abstract and complex, hierarchically organized into cognitive mental representations or self-schema that guide the processing of self-related information.

Teachers with positive or negative belief lead to favourable or unfavourable attitudes respectively. Attitude can also be explicit and implicit that is consciousness and unconsciousness of our belief and behaviour (Jung, 1921). Researchers suggest several components such as Emotional, Cognitive and Behavioural component for formation of attitude. Attitudes can also be formed as a result of personal experience, observation and influence by social norms. Teachers with positive attitude towards any situation achieve their goal easily. So, development or formation of positive attitude in one's life is helpful facing any challenge. In learning environment, it is significant for attitude formation otherwise the teaching-learning process may face difficulties (Sozer, 1991).

However, as important as education is, its objectives and significance would be a mirage without the efforts and contributions of the teachers. As rightly quoted, no education can rise above the quality of its teacher (FGN, 2004).

Self-concept determines the attitude of an individual, while attitude has a significant impact on directing a person's behaviour, therefore affective and positive behaviours towards an object are influenced by one's attitude toward it which is borne out of self-concept. According to Kraska and Boyle (2014), teacher attitudes toward students they teach are critical, because this can

predict the students' attitudes as well as determine their academic performance. Attitude is very important as a teacher. It affects the students in many ways and can shape their learning experience. Dias and Cadime, (2016) make a good point when they opine that, teachers cannot really deceive their students as far as their attitude is concerned, so it is best not to try it, because students can feel teacher's moods and attitudes. Teachers' attitudes have a tremendous influence on the success of implementing teaching approaches (Forlin, *et al.*, 2008). Likewise, Gibb, *et al.* (2007), also posited that, the attitudes of teachers have a major impact on the success of the implementation of educational curriculum.

Teachers with a strong unfavorable attitude toward students can be uncomfortable in the classroom. According to Costello and Boyle, (2013) such can lead to negative expectations and interactions with students (Markova, *et al.*, 2016). In order to embrace students in the framework of education, teachers' attitudes are critical (Todorovic, *et al.*, 2011).

Scholars have equally documented that teacher's self-concept influences their attitudes which invariably affect their willingness and ability towards teaching profession (Costello & Boyle, 2013). Several factors can influence teachers' attitudes towards their teaching profession, Kim and Taylor, (2016) discovered that teachers who had good teaching experience with students within the framework of educational context had a more positive attitude toward teaching profession. Sokal and Sharma, (2017) have demonstrated that teachers' attitudes are influenced by their teaching experience towards teaching profession.

Mims, *et al.*, (2008), commented that, what and how teachers teaches is mostly influenced by their attitudes borne out of the way they feel about themselves and the beliefs in their capability to discharge their duties. Additionally, Hollingsworth (1989), found how teachers learn to teach is greatly influenced by their prior beliefs and attitudes. These results clearly indicate that the teaching process is not only related to educational background and past experiences but also to their beliefs and through their interaction with important people in their lives as well as with their students. The research therefore assess self-concept as a determinant of attitude of teachers towards the teaching profession using Lagos State as case study.

STATEMENT OF THE PROBLEM

Teacher's attitude to teaching profession to a large extent determines their future prospects in that subject, their teaching effectiveness as well as students' academic performance. Attitude predicts a teacher's commitment, class attendance and personal research attributes necessary for teaching effectiveness and student' academic performance. Teachers' attitudes to the teaching profession are not immune against these negative result and their attitudes are not equal. While some teachers exhibit highly positive attitudes to their subject based on their positive self-concept, others display non-challante attitude. Several factors could be responsible for this. Among them are a profound understanding of the subject, love or disillusionment with the subject, nature of lecturers, self-motivation, self-efficacy etc. While there has been some researches on the attitude of teachers and students, little result has been obtained with respect to teacher's self concept especially towards teaching profession. How can we be guaranteed of the future of our children without considering the self-concept vis-à-vis the attitude of the teachers? It is against this background that this study investigates self concept as a determinant of teacher's attitudes towards teaching profession in Lagos State.

OBJECTIVE OF THE STUDY

The overall objective of the study was to investigate self concept as a determinant of teacher's attitudes towards teaching profession in Lagos State.

Specifically the study sought to:

- (a) assess the significance difference between male and female teachers with respect to their attitude towards teaching profession.
- (b) examine the significance difference between Public and Private teachers with respect to their attitude towards teaching profession.
- (c) investigate the significance difference between male and female teachers with respect to their self-concept.
- (d) to find out the significance difference between Private and Public teachers with respect to their self concept

Research Hypotheses

The following research questions guided the study:

1. There is no significance difference between male and female teachers with respect to their attitude towards teaching profession.

2. There is no significance difference between Public and Private teachers with respect to their attitude towards teaching profession.

3. There is no significance difference between male and female teachers with respect to their self-concept towards teaching profession.

4. There is no significance difference between Private and Public teachers with respect to their self concept towards teaching profession.

LITERATURE REVIEW

The Self-Concept

Self-concept is a general term used to refer to how someone thinks about, evaluates or perceives themselves. To be aware of oneself is to have a concept of oneself. Baumeister, (1999) provides the following self-concept definition:

"The individual's belief about himself or herself, including the person's attributes and who and what the self is". Self-concept is an overarching idea we have about who we are—physically, emotionally, socially, spiritually, and in terms of any other aspects that make up who we are (Neill, 2005). We form and regulate our self-concept as we grow, based on the knowledge we have about ourselves. It is multidimensional, and can be broken down into these individual aspects. For example, you may have a very different idea of who you are in terms of your physical body, and who you are in terms of your spirit or soul.

The influential self-efficacy researcher Baumeister, (1999) defines self-concept as follows:

"The individual's belief about himself or herself, including the person's attributes and who and what the self is."

A similar definition comes from Rosenberg's 1979 book on the topic; he says self-concept is:

"...the totality of an individual's thoughts and feelings having reference to himself as an object."

As a brief review, self-concept is the perspective we have on who we are. Each of us has a unique self-concept, different from the self-concept of others and from their concept of us. However, there are some characteristics that all of our self-concepts have in common.

Self-concept:

1. Displays uniquely with each person.
2. Vary from very positive to very negative.
3. Carries emotional, intellectual, and functional dimensions.
4. Changes with the context.

5. Changes over time.
6. Influence the individual's life (Sokal & Sharma, 2017)

The Development of Self-Concept in Adolescence

Adolescence is where the development of one's self-concept really explodes. This is the stage in which individuals (about age 12-18) play with their sense of self, including a time when they experiment with their identity, compare themselves with others, and develop the basis of a self-concept that may stay with them the rest of their life. During this period, adolescents are prone to greater self-consciousness and susceptibility to the influence of their peers and chemical changes happening in the brain (Sebastian, *et al.*, 2008). They enjoy greater freedom and independence, engage in increasingly competitive activities, compare themselves with their peers, and can value (even over-value) the perspective of others (Manning, 2007).

In adolescence, there are two important factors that influence self-concept and self-worth:

1. Success in areas in which the adolescent desires success
2. Approval from significant people in the adolescent's life (Manning, 2007).

When students have a healthy sense of self-worth and self-esteem, they contribute to a greater self-concept.

RESEARCH METHODOLOGY

This study aims at investigating self-concept as a determinant of teacher's attitude towards teaching profession using some selected Secondary schools in Agege Local Government Area of Lagos State as a case study. A descriptive survey research design was used to carry out this study. The population surveyed consists of randomly selected Senior Secondary school's students in both Public and Private schools located within the study area. Two hundred students were randomly selected from each of the two selected Secondary schools without bias for gender, creed or colour.

The instrument used for this study was Attitude Scale Towards Teaching Profession (ASTTP) by Kulsum, (2008) and Self Concept Inventory (SCI) by Sivakumar, 2018 were adopted and used for the study. The maximum score for this scale is 110 and a minimum is 22. The maximum score for this inventory is 48 and a minimum is 0 respectively. ASTTP was formulated keeping in view certain category of topics as these were considered

relevant to be included in the attitude scale. These are:

- classroom teaching
- financial aspects
- social aspects
- academic responsibility
- personality of the teachers
- value system of the teachers
- professional growth

Split-Half Method" was applied for the establishment of reliability of the scale. The whole scale was divided into two halves by taking all odd numbered items as one group and all even numbered items as another group. The co-efficient of reliability was computed between the two halves of the scores by using the "Product Moment Correlation". The co-efficient of reliability of the whole scale came out to be .78, which can be considered adequate for an attitude scale. The content validity of the attitude scale was established by seeking the opinions of experts in the field of education with the nature of content covered by the statements on teaching profession. The experts approved on the validity of the content of items.

All the items in the questionnaire were questions adopted, but modified from Self Concept Inventory (SCI) by Sivakumar, 2018. The format of the questionnaire is in the Four-point Likert Scale (Strongly Agree, Agree, Disagree, and Strongly Disagree).

This questionnaire was subjected to face-validity and was considered to be of high face validity. The data collected for the study was analyzed using both qualitative and quantitative methods. According to Patton (1990), the analysis of the empirical data aims to make sense of massive amount of data, reduce the volume of information, identify significance patterns in order to analyse the data revealed. Descriptive statistics such as frequencies and simple percentages were used in calculating the demographic characteristics of the respondents. The responses of the respondents on each research questions were summed up and the total frequencies were used to determine the mean score and standard deviation for each item. The maximum score for this scale is 110 and a minimum is 22. The maximum score for this inventory is 48 and a minimum is 0 respectively.

FINDINGS AND DISCUSSION

Hypothesis One:

There is no significance difference between male and female teachers with respect to their attitude

towards teaching profession.

Table 1: Difference between the Mean Scores of Attitude towards Teaching Profession of Male and Female Teachers

Variable	Sub - Groups	N	Mean	S.D	Calculated Value	Table value	Level of Significant
Attitude towards Teaching Profession	Male	78	64.81	12.81	1.97	1.96	Significant
	Female	122	75.83	15.31			

Decision Rule

It is evident from the above table 1, the calculated 't' value is 1.97, which is greater than the table value. 1.96. Hence, the calculated t value is not significant at 0.05 alpha level. Therefore, it is inferred that there is significant difference between Male and Female teachers with respect to attitude

towards teaching profession. Thus, the framed null hypothesis one was rejected.

Hypothesis - Two

There is no significance difference between Public and Private teachers with respect to their attitude towards teaching profession.

Table 2: Difference between the Mean Scores of Attitude towards Teaching Profession of Public and Private Teachers

Variable	Sub - Groups	N	Mean	S.D	Calculated Value	Table value	Level of Significant
Attitude towards Teaching Profession	Public	123	81.04	12.75	2.12	1.96	Significant
	Private	77	69.42	11.90			

Decision Rule

It is evident from the above table 2, the calculated t value is 2.12, which is greater than the table value 1.96. Hence, the calculated t value is not significant at 0.05 alpha level. Therefore, it is inferred that there is significant difference between Public and Private teachers with respect to attitude

towards teaching profession. Thus, the framed null hypothesis was rejected.

Hypothesis Three

There is no significance difference between male and female teachers towards teaching profession with respect to their self-concept.

Table 3: Difference between the Mean Scores of Self Concept of Male and Female Teachers

Variable	Sub - Groups	N	Mean	S.D	Calculated t Value	Table value	Level of Significant
Self Concept	Male	78	29.26	8.42	2.02	1.96	Significant
	Female	122	33.05	10.82			

Decision Rule

It is evident from the above table 3, the calculated 't' value is 2.02, which is greater than the table value 1.96. Hence, the obtained 't' value is significant at 0.05 alpha level. Therefore, it is inferred that there is significant difference between male and female teachers towards teaching

profession with respect to self concept. Thus, the framed null hypothesis was rejected.

Hypothesis - Four

There is no significance difference between Private and Public teachers towards teaching profession with respect to their self concept.

Table 4: Difference between the Mean Scores of Self Concept of Public and Private Teachers

Variable	Sub - Groups	N	Mean	S.D	Calculated t Value	Table value	Level of Significant
Self Concept	Public	123	35.47	11.08	2.13	1.96	Significant
	Private	77	30.14	8.85			

Decision Rule

It is evident from the above table four, the calculated t value was 2.13, which is greater than

the table value 1.96. Hence, the obtained 't' value is not significant at 0.05 alpha level. Therefore, it is inferred that there is significant difference between

Public and Private teachers toward teaching profession with respect to self concept. Thus, the framed null hypothesis was rejected.

DISCUSSION OF FINDINGS

From the data collected from the respondents as shown in Table One, the researchers found that there is significant difference between male and female teachers with respect to their attitude towards teaching profession within the study area. These results agree with Bem, 1993 and Giddens, 1993 which state young girls in particular, are always more delicately handled than boys. Thus, gender role socialization is a serial process in which young boys and girls are systematically and thoughtfully, taught and oriented into being a male or a female which ultimately influence their attitudes to their profession. As children grow and develop, society expects them to behave and act according to their gender orientation and therefore their gender roles. This process is vital as it teaches young boys and girls about their individual sexes, and what being a man or a woman means (Maccoby & Jacklin, 1974; Sampson, 1970) and in this process the environment, peers, media and schools are influential on the path they choose in life, their profession, growth and development.

From the data collected and analysed as per the second hypothesis in Table two, the hypothesis which states that “there is no significant difference between Public and Private teachers with respect to their attitude towards teaching profession in Agege Local Government Area of Lagos State, Nigeria” was rejected. These findings are in conformity with Arliss, 1991 and Aulette 1994 which opine that according to the social schema theory, we all learn and develop different attitudes through social agents such as family, peers and schools and environment etc. Depending on the way and the manner in which each social agent contributes to our awareness, our perception and attitude stereotypes and segregation can be reinforced by each of the social agent we encounter in the course of our socialization process. This time around, a teacher from a very organized and rewarding school system will have different attitude towards work than an environment that lack necessary motivating factors that can enhance positive attitude of teacher towards their teaching profession. Public service in Nigeria is associated with unmotivated members of staff, therefore it can be submitted that their attitude towards their teaching profession may not be as encouraging as the teachers from some

Private Secondary schools who maintain educational standards and are highly rated in the society where they operated.

Hypothesis three which states “that there is no significant difference between male and female teachers towards teaching profession with respect to their self-concept in Agege Local Government Area of Lagos State, Nigeria” was rejected. Anderson, 1993 identified through his research study that at home, young children learn by observing the kind of chores and gender roles that their parents execute. If their fathers are doing jobs such as engineering, and their mothers are doing jobs like teaching, children will be introduced to these roles through their parents’ behaviour and pass down their self-concept to their children through the way that they carry out their activities-The kind of relationship exhibited at home by the parents will often be a direct influence on the socialization process of the young children through which their self concept is developed. For instance, women tend to involve themselves in nursing and nurturing roles like teaching profession, as defined by society, and thus, this will also play a significant role in directing the behaviours of young girls in the society, who because of the formed gender schema and gender stereotypes will behave in a similar manner (Giddens, 1993). Thus, it can be seen that society perpetuates gender stereotypes of roles, where the young males self concept are developed and socialized into behaving as their older males, while young females, behave as the older females (Burn, 1996; Giddens, 1993; Steinberg, 1999), this in turn influence their difference in self concept towards teaching profession.

Hypothesis four which states “that there is no significance difference between Private and Public teachers with respect to their self concept in Agege Local Government Area of Lagos State” was rejected. Bem, 1993’s submission is in conformity with the null hypothesis that children learn to schematically select preferences from the varied attributes of human personality traits, only those subsets that are definably applicable to their individual gender and therefore able to arrange and align the diverse constituents of self-concept. Thus, as their self-concept becomes gender typed, the two sexes become quite different in their preferences, attitudes and choices relating to careers and professions.

Meanwhile, modal concept of Private education is completely different from that of the Public even

though they share the same educational curriculum, their attendance to work, their commitment, goals and objectives as well as their orientation to their profession is different, hence there is bound to be difference in Private and Public teacher' attitude towards their teaching profession with respect to their self concept.

CONCLUSION

The present study gives clear cut view about the attitude towards teaching profession and self concept of teachers working in different level. The finding of the study reveals that teachers are having difference attitude towards teaching profession and of self concept based on their gender type and the type of school they work whether Public or Private schools. The sub samples of the present study also show significant difference in attitude towards teaching profession and self concept.

Teachers' attitude plays a significant role in the teaching and learning of students in Secondary schools within the study area. Effective learning process depends greatly on the way it is presented to the students that will be able to produce the desire result in them. Teachers' attitude towards teaching profession has a significant impact in shaping the corresponding attitude of the students towards their learning activities which could become a negative chain reaction of negative attitude in the profession. Teacher's positive attitude can be enhanced by the teacher's positive attitude towards teaching profession and this can be done through teachers' helpful behaviour, resourcefulness, enthusiasms, good method of presentation, concern for students and teacher knowledge of the subject matter.

RECOMMENDATIONS

Based on the findings on the study, some recommendations were made as follows:

1. The government at all levels should work together to ensure that there is the availability of adequate facilities needed for teaching effectiveness in Secondary schools.
2. There is a need for training and re-training of teachers that will enable them to be effective in their profession as well overcome their challenges and enhance their attitude towards teaching profession.
3. Teachers should regularly develop positive attitude towards their profession, since they are the role model that their students look upon.

4. Seminars/workshops on positive teachers' disposition while teaching should be addressed by all education stakeholders as important and urgent.
5. There is need for Curriculum planner to enrich curriculum to accommodate training on positive attitude as a course that must be included in their pre-service training so as to build an effective and efficient teaching strategies that will boost their self concept and their attitudes towards teaching profession.
6. The government should endeavour to enforce the existing laws that regulate Secondary education to accommodate reward system for teachers that exercise positive attitude towards their teaching profession.

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Source of support: Nil; **Conflict of interest:** Nil.

Cite this article as:

Ifarajimi, M.A. "Assessment of Self Concept as a Determinant of Teacher’s Attitudes towards Teaching Profession in Lagos State." *Sarcouncil Journal of Humanities and Cultural Studies* 1.3 (2022): pp 07-14.