

TEACHING PROFESSION AND SOCIETAL DEVELOPMENT IN SECONDARY SCHOOLS IN RIVERS STATE

Uriah, Oboada Alafonye

uriahoboada@gmail.com

Department of Educational Foundations
Faculty of Education
Ignatius Ajuru University of Education, Nigeria.

&

AMADI, Emilia Lucky

Department of Educational Foundations
Faculty of Education
Ignatius Ajuru University of Education, Nigeria.

Abstract

The study examined the teaching profession and societal development in secondary schools in Rivers State, adopting a correlational research design. Three research questions and hypotheses guided the study. The total population comprised 5,747 teachers drawn from 353 secondary schools across Rivers State, from which a sample of 460 respondents representing approximately 8% of the total population was selected through stratified and random sampling techniques. Data were collected using the researcher-designed Teaching Profession and Societal Development Questionnaire (TPSDQ), consisting of two sections addressing demographic information and items on the teaching profession and societal development. Experts in Educational Management and Planning validated the instrument to ensure content validity, while Cronbach's Alpha yielded a reliability coefficient of 0.73, indicating acceptable internal consistency. Data were analysed using mean and standard deviation to answer the research questions, while Pearson Product-Moment Correlation was used to test the hypotheses at a 0.05 level of significance. Findings revealed that the teaching profession significantly influences students' academic performance, promotes moral values, and enhances civic responsibility to a high extent in Rivers State secondary schools, with strong positive and statistically significant relationships established across all three dimensions. These findings collectively affirm that the teaching profession is not merely an occupational practice but a powerful and indispensable force for societal transformation. When teachers are professionally competent, ethically grounded, and civically oriented, they produce students who are academically sound, morally upright, and civically responsible citizens capable of driving sustainable development. It is therefore imperative that all stakeholders prioritize the strengthening of the teaching profession in Rivers State secondary schools as a strategic pathway to achieving meaningful and lasting societal development.

Introduction

Education occupies a central position in the development of any nation, serving as the primary vehicle through which knowledge, skills, and values are transmitted across generations. In Nigeria, and Rivers State in particular, secondary education represents a critical stage at which young people are shaped not only academically but socially and morally. The quality of education delivered at this level is inseparable from the quality of those who teach, making the teaching profession a cornerstone of national progress. Iroegbu and Ogbodo (2019) asserted that teacher professionalism is directly linked to Nigeria's national development, underscoring the indispensable role that committed and well-trained educators play in building a functional society.

The relationship between education and national development is well established in scholarly discourse. Schools serve as social institutions through which societies reproduce their values, norms, and aspirations, and teachers are the principal agents through whom this reproduction occurs. In the Nigerian context, secondary schools in states such as Rivers State are particularly significant,

given the demographic pressures and the urgent need to equip young people with competencies relevant to the twenty-first century. Garba et al. (2025) affirmed that schools function as vital social institutions in Nigeria, responsible not merely for academic instruction but for broader socialisation processes that influence community cohesion and national identity.

Academic performance remains one of the most visible outcomes of effective teaching. A teacher's professional competence, pedagogical approach, and commitment to continuous development determine the extent to which students acquire knowledge and develop critical thinking skills. Samuel and Adekunle (2019) noted that teacher preparation and professional competence are strong predictors of student achievement, suggesting that investment in the teaching profession translates directly into measurable educational outcomes. In Rivers State secondary schools, where resource constraints and infrastructural deficits persist, the dedication and expertise of classroom teachers often constitute the most reliable determinant of whether students achieve their potential. Beyond academic attainment, the teaching profession exercises a profound influence on the moral formation of young people. Secondary school students are at a formative developmental stage, and the values modelled and reinforced by teachers carry lasting significance. Shahzad and Saeed (2023) added that schools play a decisive role in the socio-emotional development of higher secondary level students, with teacher conduct and school culture shaping students' capacity for empathy, responsibility, and ethical reasoning. In a society navigating complex social challenges, the moral dimension of teaching is not peripheral but foundational.

Equally important is the teacher's contribution to civic responsibility. Education for citizenship requires deliberate instruction and example, and teachers in secondary schools are positioned to cultivate in students a sense of belonging, obligation, and participation in public life. Agiugochukwu and Adelina (2022) argued that the contemporary Nigerian educational system must consciously orient itself towards societal development, with civic formation integrated into teaching practice at all levels. In sum, the teaching profession in Rivers State secondary schools is far more than an occupational category; it is a developmental force that shapes academic performance, moral character, and civic engagement, all of which are essential to a prosperous and cohesive society.

Statement of the Problem

Education is widely recognised as a catalyst for societal development, and the teaching profession remains central to realising this potential. Despite this acknowledged importance, significant concerns persist regarding the capacity of secondary school teachers in Rivers State to effectively fulfil their developmental mandate. There is growing evidence that many secondary school teachers in Nigeria lack adequate professional preparation, motivation, and support to meaningfully influence students' academic performance, moral values, and civic responsibility. These shortcomings inevitably compromise the quality of instruction and social guidance that students receive. Furthermore, the teaching profession requires deliberate repositioning to meet Nigeria's developmental challenges, suggesting that current practice falls considerably short of what societal progress demands.

In Rivers State, these challenges are compounded by poor professional standards, inadequate continuous development opportunities, and diminishing public regard for the profession. Teachers are increasingly unable to inspire academic excellence, instil ethical values, or nurture a sense of civic responsibility among secondary school students. The cumulative effect of these deficiencies is a generation of young people inadequately prepared to contribute meaningfully to their communities and to national development at large. It is against this backdrop that this study investigates the relationship between the teaching profession and societal development in secondary schools in Rivers State.

Aim and Objectives of the Study

This study aims to examine the relationship between the teaching profession and societal development in secondary schools in Rivers State. Specifically, the objectives of the study are to:

1. Examine the extent to which the teaching profession influences students' academic performance in terms of societal development in secondary schools in Rivers State.
2. Determine the extent to which the teaching profession promotes students' moral values in terms of societal development in secondary schools in Rivers State.
3. Assess the extent to which the teaching profession enhances students' civic responsibility in terms of societal development in secondary schools in Rivers State.

Research Questions

The following questions guided the study:

1. To what extent does the teaching profession influence students' academic performance in terms of societal development in secondary schools in Rivers State?
2. To what extent does the teaching profession promote students' moral values in terms of societal development in secondary schools in Rivers State?
3. To what extent does the teaching profession enhance students' civic responsibility in terms of societal development in secondary schools in Rivers State?

Hypotheses

1. There is no significant relationship between the teaching profession and students' academic performance in terms of societal development in secondary schools in Rivers State.
2. There is no significant relationship between the teaching profession and students' moral values in terms of societal development in secondary schools in Rivers State.
3. There is no significant relationship between the teaching profession and students' civic responsibility in terms of societal development in secondary schools in Rivers State.

Theoretical Framework

Social Learning Theory

This study is anchored on the Social Learning Theory, originally propounded by Albert Bandura in 1977. Emerging from dissatisfaction with purely behaviourist explanations of human learning, Bandura developed this theory to account for the cognitive and social dimensions of how individuals acquire knowledge, attitudes, and behaviours. The theory posits that learning occurs not only through direct experience but primarily through observation, imitation, and modelling of others within a social environment. The core attributes of Social Learning Theory rest on four fundamental processes: attention, retention, reproduction, and motivation. Bandura argued that individuals, particularly children and adolescents, observe the behaviour of credible role models and internalise those behaviours, values, and attitudes over time. In the educational context, teachers function as primary role models whose professional conduct, moral disposition, and civic outlook are consciously and unconsciously absorbed by students. Shahzad and Saeed (2023) affirm that teachers significantly shape the socio-emotional development of secondary school students through sustained interaction and modelling within the school environment.

A notable strength of this theory is its recognition of the school and teacher as powerful socialising agents, making it particularly relevant to studying how the teaching profession influences academic performance, moral values, and civic responsibility. Garba et al. (2025) support this position, noting that schools serve as critical social institutions through which norms and values are transmitted to younger generations. However, the theory has been criticised for underemphasising biological and psychological factors that independently shape behaviour. Agiugochukwu and Adelina (2022)

acknowledge that societal development cannot be attributed solely to social learning processes, as structural and systemic factors equally determine educational outcomes.

Social Learning Theory is particularly relevant to this study as it directly explains how teachers, through professional modelling, influence students' academic performance, moral values, and civic responsibility. The theory's emphasis on observation and imitation positions teachers as powerful socialising agents whose conduct shapes student behaviour and outlook. In Rivers State secondary schools, where teachers represent significant role models beyond the family unit, this theoretical lens is especially fitting. The framework provides a coherent basis for examining how the quality and professionalism of teachers translate into measurable developmental outcomes for students and, by extension, for society at large.

Conceptual Review

Teaching Profession

The teaching profession refers to the organized, formal, and regulated occupational practice of facilitating learning, transmitting knowledge, and shaping the intellectual and social development of learners within structured educational settings. It is widely recognized as one of the most foundational professions in any society, given its direct influence on human capital formation and national development. At its core, teaching is characterized by a defined body of knowledge, specialized training, ethical codes of conduct, and standards of practice that distinguish it from mere instructional activity. Tugbiyele and John (2025) asserted that the teaching profession encompasses a structured occupational practice governed by professional codes of ethics that regulate the conduct, responsibilities, and standards expected of practitioners within formal educational settings. This ethical and regulatory framework underscores the professional nature of teaching, aligning it with other established professions such as law and medicine.

Beyond ethics and standards, teaching demands continuous growth and competence. Awodiji, Ogbudinkpa, and Agharanya (2020) opined that the teaching profession is a dynamic, career-long vocation that requires continuous professional development, as teachers must consistently update their pedagogical skills, subject knowledge, and instructional strategies to meet the evolving demands of quality education. This highlights that teaching is not a static occupation but a dynamic commitment to learning and improvement. Furthermore, the professional legitimacy of teaching is shaped by its broader societal responsibilities. Iroegbu and Ogbodo (2019) noted that teacher professionalism refers to the demonstration of specialized competencies, ethical conduct, and sustained commitment to national development, arguing that professionally grounded teachers serve as critical drivers of societal progress and human capital formation. This reinforces the argument that teaching must be understood not merely as a job, but as a structured profession with significant implications for sustainable national development.

Societal Development

Societal development, in the context of this study, refers to the progressive transformation of a community or nation through the enhancement of its citizens' intellectual capacities, moral values, civic consciousness, and social cohesion, driven by the foundational influence of formal education and professional teaching practice. It encompasses the collective advancement of individuals within a society in ways that promote sustainable growth, ethical conduct, active citizenship, and improved quality of life. Within the secondary school context in Rivers State, societal development is understood as the cumulative outcome of students' academic performance, moral formation, and civic engagement, all of which are significantly shaped by the quality and professionalism of teachers.

This study operationalizes societal development through three interconnected concepts: academic performance, moral values, and civic responsibility. Academic performance refers to the measurable attainment of knowledge and skills by students through professional teaching, which Ogunyinka et al. (2015) noted is fundamentally determined by the quality of teacher education and professional development, as trained and competent teachers directly elevate students' learning outcomes and their capacity to contribute productively to national growth. Moral values, the second concept, relate to the internalization of ethical principles such as honesty, integrity, and respect, which Shahzad and Saeed (2023) asserted are cultivated through the socio-emotional role of schools, where teachers serve as primary moral agents who shape students' character and prepare them for positive societal adjustment. Civic responsibility, the third concept, refers to students' awareness of and commitment to their duties as active members of society, which Sund and Gericke (2020) noted is fostered through teachers' contributions to education for sustainable development across subject disciplines. Collectively, Agiugochukwu and Adelina (2022) affirmed that a professionally driven educational system produces citizens equipped to advance democratic values, community progress, and sustainable national development.

Teaching Profession and Students' Academic Performance in Terms of Societal Development

The teaching profession plays a pivotal role in shaping students' academic performance, which directly translates into broader societal development outcomes. When teachers demonstrate high levels of professionalism, pedagogical competence, and subject mastery, students are better equipped to acquire knowledge, develop critical thinking skills, and achieve measurable academic outcomes. The quality of teaching directly determines the quality of learning, and by extension, the caliber of human capital that secondary schools produce for societal contribution. In Rivers State secondary schools, the influence of the teaching profession on academic performance is particularly significant given the developmental needs of the region. Ogunyinka et al. (2015) noted that teacher education and professional development are fundamental to improving student learning outcomes, as teachers who are adequately trained and professionally supported are more effective in delivering instruction and raising academic standards. This directly impacts the capacity of students to contribute meaningfully to societal development upon graduation. Furthermore, Iroegbu and Ogbodo (2019) asserted that teacher professionalism is intrinsically linked to national development, emphasizing that competent and committed teachers produce academically sound students who become productive citizens capable of driving economic growth, innovation, and social transformation. This underscores the centrality of the teaching profession in translating academic performance into tangible societal development outcomes in secondary schools across Rivers State.

Teaching Profession and Students' Moral Values in Terms of Societal Development

The teaching profession extends beyond academic instruction to encompass the moral formation of students, a function that is critical to societal development. Teachers in secondary schools serve as moral agents who model ethical behavior, instill values of integrity, respect, and responsibility, and create classroom environments that nurture character development alongside intellectual growth. This dual role of academic and moral instruction positions the teaching profession as a cornerstone of societal value formation. In Rivers State secondary schools, the promotion of moral values through the teaching profession is essential for producing socially responsible citizens. Tugbiyele and John (2025) asserted that the professional codes of ethics governing the teaching profession obligate teachers to model and transmit values of honesty, accountability, and respect, which students internalize and carry into their communities, thereby strengthening the moral fabric of society. When teachers consistently demonstrate and reinforce these values, students develop the moral compass needed to navigate societal challenges responsibly. Additionally, Shahzad and Saeed (2023) noted that schools play a fundamental role in the socio-emotional development of students, with teachers serving as primary facilitators of moral and emotional learning that prepares students

for positive societal adjustment. In the context of Rivers State, where social cohesion and community values are vital to development, the teaching profession's contribution to moral formation is indispensable. Professionally committed teachers who integrate moral education into their instructional practice produce graduates who uphold ethical standards and contribute constructively to societal development.

Teaching Profession and Students' Civic Responsibility in Terms of Societal Development

The teaching profession plays a crucial role in cultivating civic responsibility among secondary school students, an attribute that is foundational to societal development. Civic responsibility encompasses the awareness, attitudes, and behaviors that enable individuals to participate actively and constructively in democratic processes, community life, and national governance. Teachers, through their professional practice, are uniquely positioned to develop these civic competencies in students, preparing them for active citizenship and meaningful societal participation. In Rivers State secondary schools, the enhancement of civic responsibility through the teaching profession is particularly important given the need for informed and engaged citizens in driving regional and national development. Sund and Gericke (2020) noted that teachers across subject areas make significant contributions to education for sustainable development, equipping students with the knowledge, values, and civic orientations needed to engage responsibly with societal and environmental challenges. This highlights the profession's capacity to embed civic consciousness within academic instruction across disciplines. Furthermore, Agiugochukwu and Adelina (2022) asserted that the contemporary educational system, when driven by professionally committed teachers, serves as a vehicle for preparing students to understand their civic duties, rights, and responsibilities within the broader society. In Rivers State, teachers who integrate civic education into their professional practice empower students to engage in community development, uphold democratic values, and contribute to the social and political advancement of their communities, thereby reinforcing the teaching profession's indispensable role in fostering societal development through civic responsibility.

Review of Related Empirical Studies

Ogunyinka et al. (2015) conducted a study on teacher education and development in Nigeria, analyzing reforms, challenges, and prospects within the Nigerian educational system. The study adopted a descriptive survey research design, utilizing documentary analysis and structured questionnaires administered to teachers and education administrators across selected Nigerian states. Data were analyzed using descriptive statistics, including frequency counts and percentages. The findings revealed that teacher education in Nigeria has undergone significant reforms aimed at improving professional standards, yet persistent challenges such as inadequate funding, poor working conditions, and insufficient professional development opportunities continue to undermine teachers' classroom effectiveness. The study concluded that without sustained investment in teacher education and continuous professional development, the quality of instruction in Nigerian secondary schools would remain inadequate to meet societal development demands. The researchers recommended that government agencies prioritize funding for teacher training programs, establish robust frameworks for continuous professional development, and implement incentive structures that attract and retain competent professionals in the teaching workforce. The relevance of this study lies in its empirical establishment of the direct relationship between teacher education, professional development, and students' academic outcomes, providing a foundational understanding of how teaching profession quality influences academic performance as a dimension of societal development in Rivers State secondary schools.

Shahzad and Saeed (2023) carried out a study on the role of schools in the socio-emotional development of higher secondary level students and its impact on their societal adjustment in

Pakistan. The study employed a quantitative descriptive survey design, administering structured questionnaires to higher secondary school students to measure perceptions of socio-emotional support from teachers and its influence on social and emotional adjustment within communities. Data were analyzed using mean scores, standard deviation, and regression analysis. The findings revealed that professionally engaged teachers demonstrated a stronger capacity to nurture students' emotional intelligence, interpersonal skills, and moral orientations, with students receiving consistent socio-emotional support exhibiting better societal adjustment and stronger adherence to ethical values. The study concluded that the teaching profession, when practiced with professional commitment and socio-emotional sensitivity, serves as a critical mechanism for preparing morally grounded and socially adjusted citizens. The researchers recommended that teacher training curricula incorporate socio-emotional learning competencies and that school administrators create supportive environments addressing students' emotional and moral needs holistically. This study is relevant to the present investigation as it provides empirical evidence of the teaching profession's role in promoting students' moral values, directly aligning with the second objective examining moral formation as a dimension of societal development in Rivers State secondary schools.

Sund and Gericke (2020) conducted a comparative empirical study on teaching contributions of secondary school subject areas to education for sustainable development across Swedish secondary schools. The study adopted a mixed-methods research design, combining quantitative survey instruments with qualitative interviews administered to a stratified sample of science, social science, and language teachers. Quantitative data were analyzed using comparative statistical methods, while qualitative data were subjected to thematic analysis. The findings revealed that teachers across all subject areas make meaningful but varied contributions to sustainable development education, with social science teachers demonstrating the broadest integration of civic and societal themes into instructional practice. Teachers who embraced a professional orientation toward sustainable development education were more effective in fostering students' civic consciousness and sense of community responsibility. The study concluded that the teaching profession holds a collective responsibility for equipping students with knowledge, values, and civic orientations necessary for sustainable societal development, recommending that teacher education programs embed sustainable development competencies across disciplines and create collaborative cross-disciplinary frameworks for civic education. This study is particularly relevant to the third objective of the present investigation, which examines the extent to which the teaching profession enhances students' civic responsibility as a dimension of societal development in Rivers State secondary schools, providing strong empirical grounding for this inquiry.

Methodology

The study adopted a correlational research design to examine the teaching profession and societal development in secondary schools in Rivers State. The total population comprised 5,747 teachers drawn from 353 secondary schools across Rivers State. Stratified and random sampling techniques were employed to select a representative sample from the population. The population was first stratified according to the various education zones across Rivers State, after which simple random sampling was applied within each stratum to ensure that every member of the population had an equal chance of being selected. A sample of 460 respondents representing approximately 8% of the total population was selected through this procedure, ensuring fair and proportionate representation across all strata. Data were collected using a researcher-designed instrument titled Teaching Profession and Societal Development Questionnaire (TPSDQ). The questionnaire consisted of two sections: Section A elicited demographic information from respondents, while Section B contained items addressing the teaching profession and its contributions to societal development in secondary schools. A four-point Likert scale ranging from Very High Extent, High Extent, Low Extent, to Very Low Extent was adopted for all research questions. Experts in Educational Management and Planning validated the instrument to ensure content validity. Reliability was established using Cronbach's

Alpha, which yielded a coefficient of 0.73, indicating acceptable internal consistency. Data were analysed using descriptive statistics of mean and standard deviation to answer the research questions, while Pearson Product Moment Correlation was used to test the hypotheses at a 0.05 level of significance, with all analyses conducted using SPSS version 27.0. A total of 460 questionnaires were distributed, and 428 were retrieved, representing 93.04%, and were considered valid for the analysis.

Answers to Research Questions

Research Question One: To what extent does the teaching profession influence students' academic performance in terms of societal development in secondary schools in Rivers State?

Table 1: Descriptive Statistics of Mean Scores and Standard Deviation on the Extent to Which the Teaching Profession Influences Students' Academic Performance in Terms of Societal Development in Secondary Schools in Rivers State

S/N	Statement	Mean	SD	Remark
1	Teachers' professional competence improves students' academic achievement in secondary schools	3.21	0.84	High Extent
2	Teachers' use of effective instructional strategies enhances students' learning outcomes	3.35	0.79	High Extent
3	Teachers' continuous professional development positively impacts students' academic performance	3.18	0.86	High Extent
4	Teachers' subject matter mastery contributes to students' intellectual development	3.42	0.76	High Extent
5	Teachers' assessment practices guide students toward improved academic performance	3.09	0.91	High Extent
Grand Mean		3.25	0.83	High Extent

The decision rule adopted for this study holds that a mean score of 3.50–4.00 indicates Very High Extent, 2.50–3.49 indicates High Extent, 1.50–2.49 indicates Low Extent, and 1.00–1.49 indicates Very Low Extent. The result presented in Table 1 reveals that all five items recorded mean scores ranging from 3.09 to 3.42, with a grand mean of 3.25 and a standard deviation of 0.83, indicating that the teaching profession influences students' academic performance to a High Extent in terms of societal development in secondary schools in Rivers State. This finding suggests that professionally competent teachers who employ effective instructional strategies, demonstrate subject mastery, and engage in continuous professional development significantly elevate students' academic outcomes, which in turn contributes to the broader goal of societal development. The relatively moderate standard deviation further indicates a reasonable level of agreement among respondents regarding the profession's academic influence.

Research Question Two: To what extent does the teaching profession promote students' moral values in terms of societal development in secondary schools in Rivers State?

Table 2: Descriptive Statistics of Mean Scores and Standard Deviation on the Extent to Which the Teaching Profession Promotes Students' Moral Values in Terms of Societal Development in Secondary Schools in Rivers State

S/N	Statement	Mean	SD	Remark
6	Teachers serve as moral role models who positively influence students' ethical behavior	3.56	0.71	Very High Extent
7	Teachers integrate moral education into instructional practice to build students' character	3.48	0.78	High Extent
8	Teachers' professional conduct reinforces students' adherence to societal values and norms	3.52	0.74	Very High Extent
9	Teachers create classroom environments that nurture students' sense of honesty and integrity	3.38	0.81	High Extent
10	Teachers' socio-emotional engagement with students strengthens their moral development	3.44	0.77	High Extent
Grand Mean		3.48	0.76	High Extent

The result presented in Table 2 shows that items recorded mean scores ranging from 3.38 to 3.56, with a grand mean of 3.48 and a standard deviation of 0.76, indicating that the teaching profession promotes students' moral values to a High Extent in terms of societal development in secondary schools in Rivers State. Notably, two items fell within the Very High Extent category, particularly those relating to teachers serving as moral role models and reinforcing societal values and norms, reflecting the profound moral influence teachers exercise over students. This finding underscores that the teaching profession, through deliberate moral instruction and professional conduct, serves as a critical mechanism for instilling ethical values in students, which are fundamental to the moral dimensions of societal development. The consistent standard deviation across items indicates strong agreement among respondents on the profession's moral influence.

Research Question Three: To what extent does the teaching profession enhance students' civic responsibility in terms of societal development in secondary schools in Rivers State?

Table 3: Descriptive Statistics of Mean Scores and Standard Deviation on the Extent to Which the Teaching Profession Enhances Students' Civic Responsibility in Terms of Societal Development in Secondary Schools in Rivers State

S/N	Statement	Mean	SD	Remark
11	Teachers equip students with knowledge of their civic duties and rights within society	3.61	0.68	Very High Extent
12	Teachers integrate civic education into subject instruction to promote community responsibility	3.44	0.79	High Extent
13	Teachers encourage students' active participation in democratic processes and community life	3.38	0.83	High Extent
14	Teachers foster students' sense of national identity and patriotism through professional practice	3.52	0.73	Very High Extent
15	Teachers develop students' awareness of environmental and social responsibilities toward society	3.47	0.77	High Extent
Grand Mean		3.48	0.76	High Extent

The result presented in Table 3 reveals that all items recorded mean scores ranging from 3.38 to 3.61, with a grand mean of 3.48 and a standard deviation of 0.76, indicating that the teaching profession enhances students' civic responsibility to a High Extent in terms of societal development in secondary schools in Rivers State. Two items, specifically those addressing teachers equipping students with civic knowledge and fostering national identity and patriotism, fell within the Very

High Extent category, reflecting the particularly strong civic influence teachers exercise through professional practice. This finding affirms that the teaching profession plays a significant role in cultivating civic consciousness, democratic values, and community responsibility among secondary school students, all of which are essential attributes for driving sustainable societal development. The standard deviation of 0.76 indicates a strong level of consensus among respondents regarding the profession's contribution to civic development.

Hypotheses Testing

Hypothesis One: There is no significant relationship between the teaching profession and students' academic performance in terms of societal development in secondary schools in Rivers State.

Table 4: Pearson Product Moment Correlation Analysis of the Relationship Between the Teaching Profession and Students' Academic Performance in Terms of Societal Development in Secondary Schools in Rivers State

		Teaching Profession	Academic Performance
Teaching Profession	Pearson Correlation	1	.67**
	Sig. (2-tailed)		.000
	N	428	428
Academic Performance	Pearson Correlation	.67**	1
	Sig. (2-tailed)	.000	
	N	428	428

**correlation is significant at the 0.05 level (2-tailed)*

The result presented in Table 4 reveals a Pearson correlation coefficient of $r = 0.67$, with a p-value of 0.000, which is less than the 0.05 level of significance. This indicates a strong positive and statistically significant relationship between the teaching profession and students' academic performance in terms of societal development in secondary schools in Rivers State. Consequently, the null hypothesis, which stated that there is no significant relationship between the teaching profession and students' academic performance, is rejected. This finding implies that as the quality and professionalism of teachers improve, students' academic performance correspondingly improves, reinforcing the teaching profession's critical role in driving academic-based societal development in Rivers State secondary schools.

Hypothesis Two: There is no significant relationship between the teaching profession and students' moral values in terms of societal development in secondary schools in Rivers State.

Table 5: Pearson Product-Moment Correlation Analysis of the Relationship Between the Teaching Profession and Students' Moral Values in Terms of Societal Development in Secondary Schools in Rivers State

		Teaching Profession	Moral Values
Teaching Profession	Pearson Correlation	1	.71**
	Sig. (2-tailed)		.000
	N	428	428
Moral Values	Pearson Correlation	.71**	1
	Sig. (2-tailed)	.000	

N	428	428
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**correlation is significant at the 0.05 level (2-tailed)*

The result presented in Table 5 reveals a Pearson correlation coefficient of $r = 0.71$, with a p-value of 0.000, which is less than the 0.05 level of significance. This indicates a strong positive and statistically significant relationship between the teaching profession and students' moral values in terms of societal development in secondary schools in Rivers State. The null hypothesis, which stated that there is no significant relationship between the teaching profession and students' moral values, is therefore rejected. This finding demonstrates that teachers who exhibit high levels of professional commitment and socio-emotional engagement exert a substantially positive influence on students' moral formation, affirming the teaching profession as a vital instrument for cultivating ethical values that underpin societal development in Rivers State secondary schools.

Hypothesis Three: There is no significant relationship between the teaching profession and students' civic responsibility in terms of societal development in secondary schools in Rivers State.

Table 6: Pearson Product Moment Correlation Analysis of the Relationship Between the Teaching Profession and Students' Civic Responsibility in Terms of Societal Development in Secondary Schools in Rivers State

		Teaching Profession	Civic Responsibility
Teaching Profession	Pearson Correlation	1	.69**
	Sig. (2-tailed)		.000
	N	428	428
Civic Responsibility	Pearson Correlation	.69**	1
	Sig. (2-tailed)	.000	
	N	428	428

**correlation is significant at the 0.05 level (2-tailed)*

The result presented in Table 6 reveals a Pearson correlation coefficient of $r = 0.69$, with a p-value of 0.000, which is less than the 0.05 level of significance. This indicates a strong positive and statistically significant relationship between the teaching profession and students' civic responsibility in terms of societal development in secondary schools in Rivers State. The null hypothesis, which stated that there is no significant relationship between the teaching profession and students' civic responsibility, is therefore rejected. This finding affirms that professionally engaged teachers who integrate civic education into their instructional practice substantially enhance students' awareness of civic duties, democratic values, and community responsibilities, establishing the teaching profession as a foundational driver of civic-based societal development in Rivers State secondary schools.

Conclusion

The study examined the teaching profession and societal development in secondary schools in Rivers State. Findings revealed that the teaching profession significantly influences students' academic performance, promotes students' moral values, and enhances students' civic responsibility, all to a High Extent in terms of societal development in secondary schools in Rivers State. Furthermore, the hypotheses testing established strong positive and statistically significant relationships between the teaching profession and each of the three dimensions of societal development examined, leading to the rejection of all three null hypotheses. These findings collectively affirm that the teaching profession is not merely an occupational practice but a powerful and indispensable force for societal transformation. When teachers are professionally competent, ethically grounded, and civically

oriented, they produce students who are academically sound, morally upright, and civically responsible citizens capable of driving sustainable development. It is therefore imperative that all stakeholders prioritize the strengthening of the teaching profession in Rivers State secondary schools as a strategic pathway to achieving meaningful and lasting societal development.

Recommendations

Based on the findings, the following recommendations were made:

1. Government and school administrators should invest in continuous professional development programs to enhance teachers' competence and improve students' academic performance.
2. Teacher training institutions like NTI should incorporate socio-emotional learning and moral education competencies into curricula to strengthen teachers' capacity for students' moral formation.
3. Educational policymakers should mandate the integration of civic education across all subject disciplines to foster students' civic responsibility and sustainable societal development.

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