

Assessing Teachers' Attitudes towards the Teachers' Registration Council of Nigeria

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Abstract: This study assessed the attitude of teachers toward the Teachers' Registration Council of Nigeria (TRCN) and her programmes in Ekiti State. The study employed the descriptive survey research type of the non-experimental design. The study's population consisted of secondary school teachers in Ekiti State. The multi-stage sampling procedure was used for sample selection for the study. In all, the sampled teachers were 149. The reliability of the instruments was determined by the Cronbach alpha method. These instruments were: Teachers' Attitude towards the Teachers' Registration Council of Nigeria Questionnaire ($r = 0.87$); Teachers' Attitude to the Professional Qualifying Examination of the TRCN Questionnaire ($r = 0.82$), and Teachers' Attitude to the Programmes of the TRCN Questionnaire ($r = 0.81$). Descriptive statistics was used in analysing the data for the study. Findings show that teachers in the State have positive attitude towards the TRCN, its professional qualifying examination, and programmes. Thus, it is recommended that continuous professional development opportunities be provided for these teachers to boost and sustain their positive attitudes towards the agency.

Keywords: Attitude; Secondary Schools; Teachers; Teachers' Registration Council of Nigeria.

1. Introduction

The art of teaching is to engender essential improvement and positive changes in the learning process and learners. The teacher, a major component in the education process must have undergone adequate training, be well informed, and better equipped for greater productivity and effectiveness. A means by which the teacher can achieve this is by obtaining the pedagogical teaching certification and professional licensing which remains a prerequisite for enrollment into the teaching profession by the norms and regulations of the TRCN. This may have prompted Idowu, Ogundele, and Mainoma (2017) to assert that a professional teacher must be a registered and licensed member of a professional body such as the TRCN.

In the Nigerian context, for instance, many individuals who are currently practicing as teachers may have resorted to the profession of teaching as a result of their not being able to find their "dream jobs"; since they must, by all means, get a job that can fetch them some money for meeting their financial obligations. As such, the establishment of a regulatory body such as the TRCN becomes imperative; as it greatly ensures the sanctity, sanity, and professionalism of teaching as a valued, recognized, and appreciated profession in the country.

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The functions of the Teacher Registration Council of Nigeria can be summarised thus: deciding who a qualified teacher is, determining the standards for teachers in the country, deciding the necessary skills and knowledge for teachers, controlling the teaching profession, training of teachers, and implementing laudable programmes that can boost teachers and the teaching profession. The Teachers' Registration Council of Nigeria's programmes include, among other things, the licensing and registration of qualified teachers, accreditation, monitoring, and supervision of the courses and programmes of teacher training institutions in Nigeria, the organisation of internship programmes for recent education graduates, the conducting of professional examinations and interviews to determine teachers suitable for registration, and the implementation of Mandatory Continuing Professional Education for teachers; and giving voices to teachers.

A professional examination can be termed as an examination taken to qualify for a particular profession. In recent times, the Teachers' Registration Council of Nigeria organises professional qualifying examinations yearly for aspiring and in-service teachers. Professional Qualifying Examination for teachers (PQE) is a professional exam written by teachers which could be a preamble for their recruitment as teachers or promotion concerns in the workplace (the school). To be a TRCN certified and professional teacher in Nigeria, one must sit for this exam, as it is only the successful candidates of the said exam that are eventually certified and issued the professional teaching license.

Teachers help learners acquire knowledge, competence, and virtue. They ensure excellence and attainment of set educational goals (Celikoz & Cetin, 2004). According to Olorundare (2012), a teacher is someone who has completed recognised specialised training in education up to the point when they are able to impart knowledge, skills, attitudes, and abilities to the students in a way that forces them to change their behaviour. The teacher assists learners by conveying useful information to them as well as bringing about their successful learning. In all, the roles of teachers may include: motivating learners, encouraging learners, tutoring, delegated responsibilities, school administration, and so on. TRCN (2004) asserts that the task of a professional teacher is to execute teaching in a logical, rational, and organised way while ensuring the attainment of the requisite conducts, codes and ethics of the profession.

Attitude is a person's dominant inclination to react positively or negatively to something, individual, institutions or persons (Morris & Maistro, 2005). Teachers' attitudes can influence teaching and learning positively or negatively (Christine, 2016), and it is the affective dimension of their teaching activity (Garganté, Meneses & Monereo, 2014); these attitudes differ depending on their teaching approaches (Wheeler & McKinney, 2015); self-conception, organisational factors, teaching agenda, and intrapersonal factors (Julien & Genuis, 2011). The attitude of teachers can impact their job performance and the school where they practice (Julien, Pecoskie & Reed, 2011).

Studies on teacher attitudes have been of great interest to educational researchers and psychologists. For instance, Almaldi and Bukamal (2019) study explored the attitudes of future teachers regarding programmes for inclusive education. Their study showed a favourable teachers' attitude towards inclusive education programme. Similarly, Amadi et al. (2018) study investigated the impact of attitude of teachers toward the implementation of technical and vocational education programmes in Rivers State, Nigeria. Results indicate a moderate attitude among teachers toward the implementation of the programme.

In the same vein, Unegbu and Jonathan (2018) assessed the operations of the gifted education programme in North Central Nigeria, teachers' perspectives and beliefs. The outcome demonstrates that teachers typically have positive perceptions of and dispositions toward the execution of gifted

education. Sang (2018) examined the attitude of educators toward the teacher training programmes in universities in Nigeria. Results revealed that teachers portrayed a negative attitude towards teacher education programmes.

Rakum et al. (2014) study assessed the attitude of Nigerian teachers toward teachers' professional registration. Results showed that many of the teachers, especially those from the private schools had negative attitudes towards professional registration. This had also been emphasised by Ogunyemi (2020) who reiterated the lack of commitment of teachers toward the TRCN's Professional Qualifying Examinations, and that this may have been due to the failure of these teachers or their colleagues in the examination. Despite these aforementioned laudable studies, there seems to be no empirical study on the TRCN, her programmes or activities. It is as a result of this that this study aimed at determining teachers' attitudes towards the TRCN and her programmes in Ekiti State, Nigeria.

2. Statement of problem

Teacher characteristics such as their attitudes play a significant impact on their professional performance. These have made the teaching profession a major concern for stakeholders who expect the attainment of a nations' educational objectives to the latter. The only way by which these can be achieved and sustained is by the continuous regulation and intervention in the profession by the TRCN. Several studies have investigated factors affecting teacher attitudes toward the teaching profession and other teaching concerns; however, there is a dearth of literature on the attitude of teachers to the TRCN, vis-a-vis her programmes. This study is therefore aimed at determining the attitude of teachers toward the TRCN and her programmes in Ekiti State, Nigeria.

3. research Questions

1. What is the attitude of teachers toward registering with the TRCN?
2. What is the attitude of teachers toward the Professional Qualifying Examination (PQE) of the TRCN?
3. What is the attitude of teachers towards the programmes of the TRCN?

4. Methodology

Research Design

The descriptive survey research type was used in this study.

Population, Sampling Technique And Sample

The population of this study were the entire private and public teachers in Ekiti State secondary schools. The multi stage sampling procedure was used for sample selection of two senatorial districts in Ekiti State out of the three (Ekiti Central and Ekiti North). Random sampling technique was used in choosing four local government areas from each of the senatorial districts. Purposive sampling was used in selecting ten private and public secondary schools each in these LGA. In all, the sampled teachers were 149.

Instruments, Instruments Validity, and Reliability

The research instruments employed by the researchers were a structured questionnaire to obtain primary data from secondary school teachers concerning their attitude towards TRCN, attitude

towards TRCN programme, and attitude towards Professional Qualifying Exams (PQE) in Ekiti State, Nigeria. The instruments were presented to experts in educational tests and measurement for critical examination and necessary corrections before the final administration. The instruments' reliability was determined by the Cronbach alpha method. The first instrument: Teachers' Attitude towards the Teachers' Registration Council of Nigeria Questionnaire (TLATRCNQ) consists of sections A and B. Section A contains the demographic characteristics of the teachers; such as their sex, highest academic qualification, years of teaching experience, registration with the TRCN, licensing with the TRCN, and numbers of professional development courses attended. The section B contains twenty-one items which were placed on a Likert scale (4-point) of 4 = Strongly Agree, to 1 = Strongly Disagree; that measured attitude of teachers towards the TRCN with Cronbach Alpha reliability coefficient of 0.87, showing that the instrument is internally consistent and reliable.

The second instrument was the Teachers' Attitude to Professional Qualifying Examination Questionnaire (TLAPQEQ). It had fourteen items which were placed on a Likert scale (4-point) of 4 = Strongly Agree, to 1 = Strongly Disagree; that measured teachers' attitude to TRCN Professional Qualifying Examination with $\alpha = 0.82$. The third instrument was Teachers' Attitude to the Programmes of the Teachers' Registration Council of Nigeria Questionnaire (TLAPTRCNQ). It had nine items which were also placed on a four-point Likert scale of Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1), and measured teachers' attitude to to the Programmes of the TRCN with $\alpha = 0.81$.

Data Collection Procedure

The researchers distributed the questionnaires to the respondents. The exercise lasted for three weeks. The researchers retrieved the questionnaires after a full response by the respondents.

Data Analysis

Data collected were analyzed using description statistics.

5. Results

RQ 1. What is the attitude of teachers toward registering with the TRCN?

Table 1. Teachers' attitude towards the Teachers' Registration of Nigeria

S/N	Statements	Mean	Std. Dev	Decision
1	I abide by the rules and regulations of TRCN.	1.60	.4	Negative
2	I am glad that I have registered under TRCN.	1.71	1	Negative
3	I treat TRCN with respect.	1.81	.69	Negative
4	I am committed to the values of TRCN.	2.00	.8	Positive
5	I love being part of the TRCN	2.74	.95	Positive

6	I can register under TRCN.	2.63	.99	Positive
7	I think TRCN is necessary.	2.62	.94	Positive
8	Registering for TRCN is a not waste of my money.	2.51	.98	Positive
9	The functions of the TRCN are many.	2.41	.95	Positive
0	TRCN has helped me in becoming a better teacher.	2.24	.86	Positive
1	I have a positive mindset about the TRCN.	2.28	.87	Positive
1	I have special attention for TRCN.	2.00	.78	Positive
2	Government should empower the TRCN more.	2.00	.66	Positive
3	I feel proud that I am a registered TRCN member.	2.00	.79	Positive
4	TRCN should be empowered to do more.	2.00	.75	Positive
5	I am well positioned through TRCN membership.	2.25	.86	Positive
6	I feel TRCN is for all school teachers.	2.30	.99	Positive
7	I have a unified vision of the TRCN.	2.04	.82	Positive
8	I like promoting the course of the TRCN.	2.02	.82	Positive
9	TRCN enhanced my professionalism as a teacher	2.00	.88	Positive
0	I have a positive mindset towards TRCN.	2.00	.81	Positive
1				
	Weighted Average	2.13		Positive
	Criterion Mean	2.00		

Table 1 shows teachers' attitudes towards the Teachers' Registration of Nigeria. From the value of the criterion mean = 2.00, the sampled teachers have a positive attitude towards the TRCN. However, teachers agreed that they do not abide by the rules and regulations of TRCN, they are not happy registering with TRCN and have no respect for the TRCN. Therefore, Ekiti State teachers in secondary schools have a positive attitude towards the TRCN.

RQ 2. What is the attitude of teachers toward the Professional Qualifying Examination (PQE) of the TRCN?

Table 2. Teachers' Attitude towards the Professional Qualifying Examination

S/N	Statements	Mean	Std. Dev.	Decision
1	I was happy when I wrote the TRCN professional qualifying exams.	2.18	.88	Positive
2	I naturally love TRCN professional qualifying exams.	1.96	.73	Positive
3	The professional exams I have written have been useful in my classroom processes.	2.12	.83	Positive

4	I will love to write TRCN professional exams in the future.	2.4 6	.88	Positive
5	I am always willing to write professional qualifying exams.	2.0 8	.76	Positive
6	Writing professional exams makes me happy.	2.5 9	.83	Positive
7	Professional exams have helped me prepare for professional advancement.	2.0 2	.75	Positive
8	Professional exams I have written have increased my subject content.	2.1 7	.77	Positive
9	I am committed to Professional Qualifying Examination.	2.1 4	.75	Positive
10	I am well respected and valued because I did the professional qualifying exams.	2.4 7	.91	Positive
11	I am satisfied with the TRCN's professional qualifying exams.	2.3 6	.93	Positive
12	Writing professional exams is a not mistake.	2.4 6	1.04	Positive
13	I am fulfilled as a teacher because I had written the TRCN's professional qualifying exams.	2.0 5	.76	Positive
14	TRCN Professional exam has increased my skill and knowledge in teaching.	2.0 4	.84	Positive
		Weighted Average	2.22	Positive
		Criterion Mean	2.00	

Table 2 shows teachers' attitudes toward the Professional Qualifying Examinations of the TRCN. From the value of the criterion mean = 2.00, positive attitudes toward the Professional Qualifying Examinations of the TRCN was found among the sampled teachers. However, teachers do not naturally love the TRCN qualifying examinations. Thus, the responses of the teachers as regards their attitude toward the TRCN's Professional Qualifying Examinations is positive.

RQ 3. What is the attitude of teachers toward the Programme of the Teachers' Registration Council of Nigeria?

Table 3. Teachers' Attitude towards the Programme of the TRCN

S /N	Statements	Mean	Std. Dev.	Decision
1	Ensuring that teachers who are qualified must be registered and licensed.	1.77	.78	Negative
2	Nigerian teacher training institutions' curricula and programmes are accredited, monitored, and supervised.	1.89	.69	Negative
3	Organising internship schemes and induction programmes for fresh education graduates.	1.98	.78	Negative
4	Deciding which teachers are eligible for registration, conduct professional evaluations and interviews.	2.08	.78	Positive

5	Establishing mandatory continuing professional development requirements and establishing national minimum criteria (MCPD).	2.05	.78	Positive
6	Annual Conference of Registered Teachers Organization.	2.07	.80	Positive
7	The release of a list of Nigeria's qualified and licensed teachers.	2.01	.84	Positive
8	Indictment in court of those working as instructors who are not qualified.	2.34	.88	Positive
9	Be the voice for the voiceless teachers.	2.21	.92	Positive
Weighted Average Criterion Mean		2.04	2.00	Positive

Table 3 shows teachers' attitudes toward the programmes of the TRCN. From the value of the criterion mean = 2.00, the sampled teachers have a positive attitude towards the Programmes of the TRCN. However, they had a negative attitude towards the following: TRCN 's rule that ensures that teachers who are qualified must be registered and licensed; Nigerian teacher training institutions' curricula and programmes are accredited, monitored, and supervised, and organising internship schemes and induction programmes for fresh education graduates. Thus, secondary school teachers do have a positive attitude towards the programmes of the TRCN.

6. Discussion

Findings show that Ekiti State teachers in secondary schools have a positive attitude towards the TRCN. This could be due to the fact that many of them may have been registered and licensed with the agency during or after their pre-service years. More so, since it has become a norm in recent times for all practicing teachers in Nigeria to be licensed and registered by the TRCN, these teachers may have little or no choice but to accept and belong to the professional body. This finding contradicts the findings of Rakum et al. (2014), whose results showed that teachers, especially the female teachers had a negative attitude towards registering with the TRCN. This could have been due to more sensitisation from the TRCN on the essence of the agency, her operations and programmes unto the general public, teacher training institutions, and practicing teachers.

Findings also revealed that teachers' attitude towards the TRCN's Professional Qualifying Examinations is positive. Could this have resulted from the several other examinations that these teachers have been exposed to over the past years? or could it be because many of them had sat for an examination for a very long time? Hence, the enthusiasm? However, the finding does not also agree with the assertion of Ogunyemi (2020) who reports that the TRCN has criticised the lack of commitment on the part of teachers at both the primary and secondary level of education to its qualifying examinations.

Further research found that teachers indeed have a favourable opinion toward the TRCN's programmes. These programmes include the administration of professional exams and interviews to identify teachers qualified for registration, the creation of national minimum standards and the

implementation of Mandatory Continuing Professional Development (MCPD), the organisation of an annual conference of registered teachers, the publication of a register of qualified and licensed teachers in Nigeria, and the prosecution in court of those who work as teachers without the necessary qualifications. The TRCN's registration and licensing of qualified teachers, accreditation, monitoring, and supervision of the courses and programmes of teacher training institutions in Nigeria, organisation of internship for recent education graduates are all programmes that teachers dislike.

This outcome partly corroborates with the findings of Almaldi and Bukamal (2019), and Unegbu and Jonathan (2018) who affirmed a positive attitude of teachers towards inclusive education programmes. However, the finding partly negates the findings of Amadi et al. (2018) whose results indicate a moderate positive attitude of teachers toward teacher-oriented programmes, and Sang (2018) whose results showed that teachers appear to have a poor impression of programmes related to teacher education.

7. Conclusion

This study looked into how secondary school teachers in Ekiti State felt about the Nigerian Teachers' Registration Council and its programmes. It is possible to draw the following conclusion from the study's findings and discussions: teachers in Ekiti State secondary schools have a favourable attitude toward the TRCN, its professional qualification examinations, and programmes. Despite their negative attitudes toward some of the council's programmes, such as the licensing and registration of qualified teachers, the accreditation, monitoring, and supervision of the courses and programmes of teacher training institutions in Nigeria, and the organisation of internship and induction ceremonies for recent education graduates, the TRCN should be reinforced to achieve her various mandates.

8. Recommendations

Based on the study's findings, the following recommendations are made:

1. The TRCN should routinely host educational events including conferences, workshops, and seminars to foster and maintain teachers' positive sentiments toward the Council.
2. The TRCN should provide easy avenues for teachers' registration and licensing since these teachers already have a positive attitude towards the agency.

Implication of the study.

The study outcomes have brought to fore the import of the TRCN and the need for teachers to be abreast with the agency's programmes and operations. Also, the study has fostered the need for an immediate intervention of the government in ensuring that every practicing teacher is duly registered. Furthermore, the completion of this work will contribute to the bulk of available literature on the attitudes of teachers toward the TRCN as well as her programmes. Finally, the outcomes of this study are of immense benefits to future investigators as it will form an empirical basis upon which further research on the TRCN can be built.

Study's Limitation

In Ekiti State, Nigeria, the study was limited to two senatorial districts, four LGAs, and secondary schools that were both public and private. Teachers' perceptions of the TRCN, her professional

qualifying examinations, and programmes were the only factors used in this study. These might have made the study's conclusions less generalizable.

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Declarations Section

Conflict of Interest

The authors declare no conflict of interest.

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Availability of Data and Materials

Data shall be made available upon from the corresponding author upon reasonable request.

Informed Consent statement

The informed consent of both the schools used for the study and the respondents were sought and obtained.

Ethical approval

Not Applicable.

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