Impact of the Teachers' Registration Council of Nigeria on Teachers' Teaching Effectiveness in Ekiti State Secondary Schools, Nigeria

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Abstract: *This study investigated the impact of the Teachers' Registration Council of Nigeria (TRCN) on the teaching effectiveness of Ekiti State secondary school teachers in Nigeria. The study employed the survey research type. The population of the study consisted of all secondary school teachers in Ekiti State, Nigeria. The multistage sampling procedure was used to select a sample of 150 teachers for the study. The Teachers' Teaching Effectiveness Questionnaire was used for data collection and had a Cronbach alpha reliability coefficient index of 0.86. Data were analyzed using descriptive (frequency counts and percentages, mean and standard deviation) and inferential (multiple regression statistics. Results revealed that many Ekiti State secondary school teachers have been registered and licensed by the TRCN; have a positive perception towards the impact of the TRCN registration and licensing on teachers' effectiveness in teaching; and teachers' gender significantly predicted their effectiveness in teaching. The study therefore recommended that more enlightenment be created on the essence of the TRCN for the good of the teaching profession and more teacher licensing, and to boost teachers' positive perception of the agency; amongst others.*

Keywords: Effectiveness, Perception; Teachers, Teaching, TRCN.

Introduction

Teaching can be regarded as a "scientific" process that entails the methodical scheduling and coordination of instruction, skills and the use of technological tools that could assist learners in acquiring new and useful knowledge, experiences and competences (Adu & Ade-Ajayi, 2015). This could be the reason teachers remain the gateway and key input in the educational system and the school, determining learners' academic performance. Teaching is a process that helps students gain knowledge, develop attitudes, and learn skills that will help them make notable progress (Kiadese, 2011).

Effective teaching necessitates the preparation and enhancement of not just intellect but also emotional effectiveness (Day & Qing, 2009). Effective teaching is evaluated based on students' learning outcomes, pedagogical abilities and material clarity (Day & Leitch, 2007; Bosshardt & Watts, 2001; Powell & Kusuma-Powell, 2010), interaction skills (Leaman, 2008), and a positive teacher-student relationship. A good teacher is encouraging, empathic, sensitive of students' feelings, polite, and caring (Kremenitzer & Miller, 2008), firm, adaptable, willing to try new things, warm, dynamic, attentive, and dependable (Kremenitzer & Miller, 2008; Mortiboys, 2005). Effective teaching is difficult to assess, and most instruments and techniques fail to do so sufficiently or precisely, and usually fall short of stated requirements (Simonson, Earl, & Frary, 2021). Teachers provide a pleasant, creative, joyful, demanding, and engaging learning environment, in which students willingly participate (Powell & Kusuma-Powell, 2010; Paolini, 2015).

Effective teaching and learning are made possible by teachers. Teachers, who are the most important contributors to a school's educational achievement, are responsible for the education quality. Teachers are the most important motivators for pupils and the most important determinants of the country's educational excellence. They also contribute to the nation's development by providing students with the knowledge they need in becoming professionals. Teachers along with their qualifications are critical since their participation in educational activities has a significant impact on their pupils' future growth (Santoro et al., 2012). Teachers are usually blamed for students' poor academic performance. More so, Omotayo (2007) outlined the critical functions that teachers perform in every teaching-learning situation, stating that teachers help learners improve their skills to intelligently address survival challenges that may come their way. They function as role models for students by establishing boundaries and providing a framework or necessary components for life success. They are aware of students' needs, aspirations, and strive tirelessly at meeting them.

Teachers in Nigeria are not considered as professionals, and those that find themselves in the profession face a complex of professional challenges. In Nigeria, unlike other developed countries, anyone can become a teacher (Onaopemipo, 2019). Teaching is a part-time career in Nigeria, according to Oluremi (2015), for persons who have failed in their chosen professions. Persons with a certificate, the ability to read and write can become a teacher, according to Iroegbu and Ogbodo (2019) as far as the Nigerian education system is concern. For the academic losers, Mogboh (2017) adds, teaching has been viewed as merely an activity,

employment, and vocation. These insights on teachers and the teaching profession may have prompted the Federal Government to establish the Nigerian Teachers Registration Council.

The most successful interventions for boosting student learning includes the training and support of teachers or focusing on the pedagogies of teaching (Evans & Popova, 2016; Glewwe & Muralidharan, 2016). Afolabi (2000) emphasized the importance of a long-term, structured programme of professional development to increase teaching effectiveness and efficiency, which the Teachers' Registration Council of Nigeria (TRCN) can provide. The TRCN is a special agency of the Federal Government of Nigeria, empowered to man, oversee, control and standardise the teaching profession at all levels (tertiary, secondary and primary education) in the country. Anyone who teaches at a school must either be a registered or permitted teacher, according to the government. She is responsible for ensuring that only qualified teachers are registered and licensed, as well as accrediting, monitoring, and supervising the various teachers' educational courses and programmes in all teacher training institutions across the country, as to ensure that they meet national and international standards. As a result, schools and teachers must comply with the agency's tenets through official registration and license acquisition.

Prior to the establishment of the Teachers' Registration Council of Nigeria (TRCN), many stakeholders in the teaching profession in Nigeria were concerned. The Federal Government has taken efforts to ensure that teaching is given its proper professional status in Nigeria, as it is in developed countries. The Nigerian Union of Teachers (NUT) has played a significant role in this regard over the years. The Teachers' Registration Council of Nigeria was established in 1993 as a result of this. This Council is primarily responsible for professionalizing and sanitizing teaching in Nigeria. TRCN is responsible for, among other things; registering professional teachers, ensuring that only professionally qualified teachers are present in the classroom, producing well-trained teachers, establishing highly intellectual and moral principles that will enable the teaching profession to achieve the highest possible standard, and providing a robust structure for teachers.

The Teacher's Registration Council of Nigeria (TRCN) is responsible for deciding who is a qualified teacher, establishing teacher standards in Nigeria, specifying required skills and knowledge for teachers, and regulating all aspects of the teaching profession. The teachers' Registration Council of Nigeria serves as a unified organization for Nigerian teachers, providing a forum for teachers to share their reservoirs of knowledge, and so on. The TRCN mandates also stress the significance of ongoing professional development and the very qualities expected of a professional teacher (Agih, 2013). Teachers in Nigeria appear to have a stronger professional and societal status, as well as a larger relevance and devotion to the teaching work, than in the past. These may have improved their teaching effectiveness in a variety of ways.

The TRCN teaching license refers to the legally backed teaching credential that every teacher willing to practice in the Nigerian education sector must possesses. Obtaining this teaching license as approved by the TRCN is mandatory for all teachers. Teachers holding this license are open to variety of opportunities within the context of the teaching profession in the country, for instance; it is becoming a potent prerequisite for workplace (school) recruitment and promotion.

Effective teachers according to Lehman (2012), have enthusiastic, compassionate, and hardworking personalities. For teachers to prosper educationally, they must have a purposeful, concentrated enthusiasm for their students, a belief in their potential, true care, and the determination to work until they accomplish. Teacher effectiveness perceptions are important in fostering teacher development. Because our classrooms and students are constantly changing, we need to keep up with what constitutes an effective and successful teaching. This is essential bearing in mind that for education to be transformative, teachers should regularly be held accountable for excellent teaching practice (King & Watson, 2010).

Studies on teachers' effectiveness abound in the body of literature: Buhl-Wiggers, Kerwin, Smith and Thornton (2018) study provided an evidence of teacher effectiveness from a school-based longitudinal data of Northern Uganda, Africa. It was shown in the study that teacher effectiveness and characteristics shares no relationship, however, teacher training and support do enhance their teaching effectiveness. Teacher factors and school effectiveness were explored by Adu and Ade-Ajayi (2015) in Ekiti State, Nigeria. The Ex-post-facto research design was used by the researchers. The Self-Report Inventory for Teachers and the Teaching Effectiveness Questionnaire were used to collect data. The survey discovered that many of the Ekiti state secondary school teachers were professionally effective, despite significant gender, geographical, and subject differences. In Awoyemi's (2012) study, teachers' age, qualifications, marital status, years of teaching experience and career choice, all had a significant impact on teacher effectiveness in teaching.

Similarly, Eboatu and Ozigbo (2015) investigated the issues and potential of enhancing teachers' professional performance in the Aguata local government district of Anambra State, Nigeria. The study's findings revealed that teachers' membership in professional teachers' unions and registration increase their pride in the profession, and that negative or poor work perceptions of the teaching profession contributes to teachers' low status. In their study, Ishiekwen and Benjamin (2014) looked at teacher qualifications, areas of expertise, and how the environmental education curriculum was implemented in Cross River State, Nigeria. For the study, an ex post facto research approach was used, and a sample of 488 teachers was chosen at random. The investigation found that a teacher's professional certification and field of study have little bearing on the implementation of environmental education curriculum in the State.

Akiri, Agharuwhe, and Ugborugbo (2008) evaluated the impact of gender on the performance of secondary school instructors in Delta State, Nigeria. A total of 979 instructors were involved in the descriptive research. Two questionnaires and a rating scale were used to collect data for the study. Male teachers were typically more productive than female teachers, and female

teachers were more influenced by location than male teachers, according to the findings. While there was no statistically significant difference in productivity between male and female instructors, male teachers were typically more productive than female teachers. Raburu (2015) investigated the impact of gender on teachers' self-efficacy (effectiveness) at secondary schools in Kenya's Kisumu County. The study sample consisted of 327 teachers. Data was collected using questionnaires and an interview schedule. The findings demonstrated that gender has no bearing on teacher's effectiveness.

Furthermore, Ojo and Olakulehin (2006) conducted a study in Nigeria that looked at the attitudes and perceptions of NOUN and NTI teacher trainees toward open and distance learning. Data was collected using the students' Attitude and Perception Rating of Open and Distance Learning Institutions Inventory. The study's findings revealed that students in Nigeria have a favourable perspective and attitude toward open distance learning. In five private elementary schools in Lagos State, Nwani (2020) investigated teacher effectiveness and its impact in optimizing students' learning. It was discovered that teachers' methods and personal attributes have an impact on their ability to teach effectively.

Extant literature depicts a scanty or unavailable empirical study with regards to the Teachers' Registration Council of Nigeria, her objectives, organs/structures and operations. The several studies on her were positional (non-empirical). Teachers' views of the impact and import of the TRCN may vary. Can there be any value the council is adding to these teachers, despite their registration, licensing and yearly renewal of these? Is there really a need for the establishment of the council in the first place? Has this council in any way enhanced the teaching effectiveness of these teachers? These were the rationale for the study, as it aimed at determining the teachers' perception of the impact of the teachers' registration council of Nigeria on the teaching effectiveness of Ekiti State secondary school teachers.

Statement of the Problem

Research on enhancing student's achievement rests on an effective teacher (Goldhaber, Cowan, & Walch, 2013). Teachers at the secondary school level may have been registered, licensed or even trained by the teachers' registration council of Nigeria. However, complaints abound against teachers' quality, performance and effectiveness. Teachers' perception can in one way or the other affect their attitude towards teaching and other classroom or school transactions, especially in terms of their teaching effectiveness. Thus, there is need to investigate if teachers have been positively impacted upon by virtue of their registration and licensing with the Teachers' Registration Council of Nigeria; the crux of this study.

Research Questions

1. To what extent have teachers in Ekiti State secondary schools registered or licensed with the Teachers' Registration Council of Nigeria?
2. What is the perception of Ekiti State secondary school teachers' towards TRCN registration and licensing and its impact on their teaching effectiveness?
3. To what extent do Ekiti State secondary school teachers' TRCN registration and licensing, gender, academic qualification, years' of teaching experience, areas of specialization and their attendance in a TRCN training Programme influence their teaching effectiveness?

Methodology

Research Design
The Survey research type was used in this study, as the variables were not manipulated.
Population
The population of this study consisted of all secondary school teachers in Ekiti State, Nigeria.
Sampling Technique and Sample
The Multistage sampling procedure was adopted in selecting the sample for this present study. Purposive sampling was used to select a senatorial district (The Ekiti- North). The simple random sampling technique was used to select three (3) local government areas from the senatorial district. These are Oye-ekiti, Ilupeju and Ifaki. Three secondary schools were randomly selected from each of these LGAs. And finally, teachers in the selected schools automatically constituted the sample for the study, which were 150 teachers in all.
Data Collection Method
A pre-tested structured Questionnaire: Teachers' Teaching Effectiveness Questionnaire (TTEQ); was used to collect data from the selected respondents. The questionnaire was designed in two sections. Section A obtained information on the socio-demographic variables of the respondent such as teachers': gender, qualification (s), area of specialization by training, TRCN registration and licensing status etc. Section B contained 14 items that measured teachers' teaching effectiveness. This instrument was self-developed by the researcher. The questionnaire was graded using the 4-point Likert scale: Very Large Extent, Large Extent,

Little Extent and No extent with 4, 3, 2, 1, points respectively. The construct and face validity of the instrument was ascertained by experts in the field of Educational Evaluation from the International Center for Educational Evaluation, University of Ibadan, and the Federal University, Oye-Ekiti, Nigeria. The content validity of the instrument was ascertained using the Cronbach Alpha method yielding a reliability coefficient index of 0.86. The instrument was administered for three weeks by the researchers and retrieved by same.

Method of Data Analysis

The descriptive and inferential statistics (mean, standard deviation and multiple regression) were used in analysing the study data at 0.05 % significance level.

Results
Table 1: Teachers' Demographics

VARIABLE	DESCRIPTION	FREQUENCY	PERCENT
Gender	Male	79	52.7
	Female	71	47.3
Academic Qualification	PhD	18	12.0
	Masters	39	26.0
	B.SC/B.ED	88	58.7
	NCE	5	3.3
Specialization	Science	32	21.0
	Social Science	22	14.7
	Arts/Commercial	96	64.0
Experience	Less than 5 years	77	51.3
	6 – 10 years	41	27.3
	Above 10 years	32	21.3
Registration with TRCN	Yes	135	90.0
	No	15	10.0
Attendance to a TRCN training programme	Yes	131	87.3
	No	19	12.7

Table 1 depicts the demographic characteristics of the sampled teachers. From the table, 79 (52.7%) teachers were male while 71(47.3) were female. 18 teachers possessed PhD academic qualification (12%), 39 (26%) had Masters, 88 (58.7%) had B. Sc/B. Ed and 5 (3.3%) had NCE. 32 teachers (21%) were specialized in science, 22 (14.7%) in social science and 96 (64%) in the Arts/ Commercial. 77 teachers (51.3) had less than 5 years of teaching experience, 41 (27.3%) had 6-10 years teaching experience while 32 (21.3%) had teaching experience of more than 10 years. 135 teachers (90%) had had been registered and licensed with the TRCN, while 15 (10%) have not. 131 (87.3%) teachers had at one point or the other in their profession, attended a teacher training programme organized by the TRCN.

Research Question 1: To what extent have teachers in Ekiti State secondary schools registered or licensed with the Teachers' Registration Council of Nigeria?

Table 1: Extent of Teachers' Registration/Licensing with the TRCN in Ekiti State

Registered/Licensed	Frequency	Percent
YES	135	90
NO	15	10

Table 1 shows the extent to which teachers in Ekiti state secondary schools have been registered or licensed with the TRCN. As revealed in the table, one hundred and thirty five teachers (135) (90%) (from a total of 150) have fully been registered and licensed by the Teachers' Registration Council of Nigeria; while 15 teachers (10%) of the total number of teachers in the study did not and have not been registered and licensed with the TRCN. Therefore, it can be inferred that majority of secondary school teachers in the state have been registered and licensed by the TRCN.

Research Question 2: What is the perception of Ekiti State secondary school teachers' towards TRCN registration and licensing and its impact on their teaching effectiveness?

S/No	Statements	Mean	Standard Deviation	Remark
1.	Provided opportunities for educational qualification upgrade	1.34	.61	Negative
2.	Improved my communication skills	1.75	.79	Positive
3.	Improved my research skills	1.70	.74	Positive
4.	Improved my teaching skills	1.87	.85	Positive
5.	Enhanced my interpersonal effectiveness/teamwork	1.83	.79	Positive
6.	Enhanced my achievement orientation	1.97	.80	Positive
7.	Enhanced my familiarity with new teaching methods	1.82	.79	Positive
8.	Enhanced my familiarity with the use of teaching aids	1.76	.69	Positive
9.	Improved my class management skills	1.93	.74	Positive
10	Enhanced my teacher-pupil cordial interaction	1.93	.80	Positive
11.	Provided me with the knowledge of information technologies	1.79	.77	Positive
12.	Improved my Skillful in evaluating pupils' academic achievements	1.80	.72	Positive
13.	Helped me in employing ICT in my teaching-learning processes	1.80	.77	Positive
14.	Expanded my subject matter knowledge	1.82	.82	Positive
	Grand Mean	**25.11**		
	Weighted Mean	**1.79**	**Positive**	

*Expected Mean = 1.70   Mean Value<1.70 = Negative Perception; Mean Value >1.70 =   Positive Perception

Table 2 shows the perception of Ekiti state teachers' towards TRCN registration and licensing and its impact on their teaching effectiveness. As evident from the table, teachers have a positive perception towards the impact of the TRCN registration and licensing and its impact on teachers' effectiveness in teaching as evidenced by the general weighted mean value of 1.79.

Research Question 3: To what extent do Ekiti State secondary school teachers' TRCN registration and licensing, gender, academic qualification, years' of teaching experience, areas of specialization and their attendance in a TRCN training Programme influence their teaching effectiveness?

Table 3.1: Model Summary of Regression Analysis of the predictor variables on teaching   effectiveness

Model Summary

R   = .404

R Square   = .163

Adjusted R Square   = .128

Std Error of the Estimate = 5.680

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	899.294	6	149.882	4.646	.000*
Residual	4612.999	143	32.259		
Total	5512.293	149			

*Significant at p<0.05

Table 3.1 highlights the multiple regression coefficients (R) that shows the linear relationship between the predictor variables and the criterion. As shown in table 3.1, R square is 0.163; the adjusted R square is 0.128, meaning that the predictor variables accounted for 12.8% variance in the predicted variable. The regression ANOVA as shown in Table 3.1 produced $F_{(6, 143)} = 4.646$; $p<0.05$; confirming the significance of the regression equation that models the prediction of the criterion variable.

Table 3.2: Regression Coefficients showing the predictive Strength of the predictor variables on the criterion

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	24.389	2.766		8.818	.000
Gender	-4.110	.958	-.338	-4.292	.000
Qualification	.135	.192	.058	.705	.482
Area of Specialisation	-.003	.183	-.001	-.015	.988
Experience	.608	.602	.080	1.009	.315
Registration/licensed with TRCN	2.900	1.810	.144	1.602	.111
Attendance in TRCN Training programmes	1.939	1.617	.106	1.199	.233

Table 3.2 presents the order of degrees of prediction of the independent variables to the model that explains variations of the criterion variable. One of the predictor variable (teachers' gender) significantly predicted teachers' effectiveness in teaching (significant outcome since $F_{(6, 143)} = 4.646$; $p<0.05$; $\beta = -.338$, $t_{(149)} = -4.292$, $p< .05$). However, the other predictor variables (teachers' qualification $\beta = .058$, $t_{(149)} = 0.705$, $p> .05$; teachers' area of specialization $\beta = -.001$, $t_{(149)} = -.015$, $p>.05$; experience $\beta = .080$, $t_{(149)} = 1.009$, $p> .05$; registration/licensing with the TRCN $\beta = .144$, $t_{(149)} = 1.602$, $p> .05$ and attendance in TRCN Training programmes $\beta = .106$, $t_{(149)} = 1.199$, $p> .05$) did not significantly influence teaching effectiveness. Therefore, teachers' gender influences their effectiveness in teaching.

Discussion of the findings

The study has revealed that a large number of Ekiti state secondary school teachers have been registered and licensed by the TRCN. This is encouraging, as it portrays the quality of teaching and learning processes occurring in Ekiti state secondary schools. More so, it is expected that these teachers are more professionally recognised and accorded the necessary as deserving for any notable profession. This supports the statements on the TRCN (2010 & 2013) web page that large number of teachers (over 70, 000) have already registered and have been licensed by the agency. If this continues, the teaching profession in Nigeria will become better, more respected and competitive.

Teachers have a positive perception towards the impact of the TRCN registration and licensing and its impact on teachers' effectiveness. Thus teachers believe that registering and getting licensed by the TRCN is a boost to the profession as well as their effectiveness in teaching. Teachers may have over the years been hearing or noticing the implemented programmes of the agency. This may have also been the reason behind their registering or being licensed as a professional teacher. This finding partially agrees with the findings of Ojo and Olakulehin (2006), which pointed out that student-teachers had a positive perception and attitude towards the oriented programmes such as NOUN, NTI and in this case, the TRCN.

The study also showed that teachers' gender significantly teachers' effectiveness in teaching. The finding is in line with the findings of Akiri, Agharuwhe and Ugborugbo (2008) who revealed that male teachers were generally more productive than their female counterparts. However, the finding was not in support of the findings of Raburu (2015) who revealed that gender had no influence on teachers' effectiveness in teaching.

Conclusion

This study investigated teachers' perception of the impact of the teachers' registration council of Nigeria on teaching effectiveness in Ekiti state, Nigeria. Based on the findings and discussions of the study, it could be concluded that: large number of teachers in Nigeria (especially Ekiti state) have been registered and licensed by the TRCN; teachers have a positive perception towards the impact of the TRCN registration and licensing and its impact on teachers' effectiveness and teachers gender do significantly impact on their teaching effectiveness.

Recommendations

The following recommendations are proffered based on the findings of the study:

1. Teachers at all levels should be more enlightened on the essence of the TRCN with respects to their professionalism;
2. Recruitment of teachers should be equitable across gender;
3. TRCN should organize educational programmes in form of seminars, workshops and conferences to boost teachers' positive perception of the agency.

Limitations of the study

- The study was limited to public secondary schools in Ekiti state. Only three (3) local government areas in Ekiti state, these were Oye-ekiti, Ilupeju and Ifaki. Teachers in the schools in the LGA's made up the study population and sample.
- The variables used in this study were restricted to teachers' gender, qualification, years of teaching experience, area of specialization by training and teachers' registration status with the TRCN. Hence, additional variables not factored into this study could produce a different result.

Contribution to knowledge

- This study has provided empirical baseline information for a better insight into some factors that affects teachers' effectiveness in teaching.
- This study has also proffered empirical baseline information on the relevance of the Teachers' Registration Council of Nigeria, for practicing teachers in Nigeria.

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