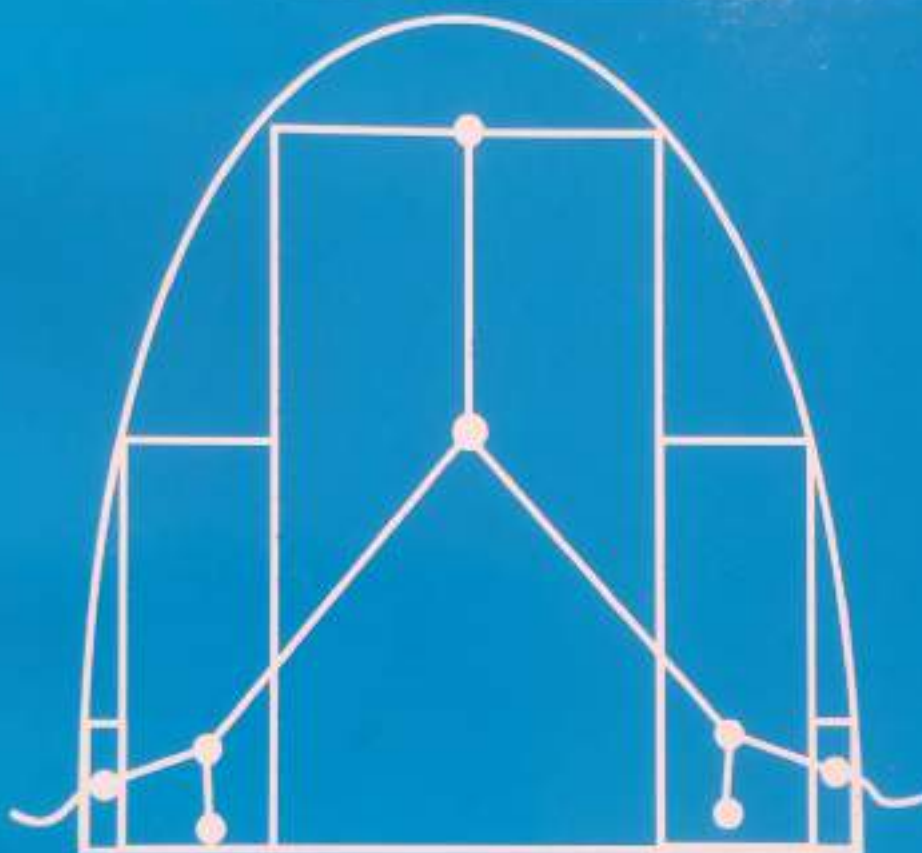


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FOREWORD

I am delighted to write a foreword on this special edition of International Journal of Educational Management (IJEM), an annual publication of the Department of Educational Management, University of Ilorin. This edition is published in honour of Professor Nike Yetunde Sidiqat Ijaiya, a Professor of Educational Management, to mark her 70th birthday and retirement.

Professor Nike Yetunde Sidiqat Ijaiya has distinguished herself as an erudite scholar, administrator and professional of international standing. At different periods of her career, she served as Head of Department, Director of Institute of Education, Director of Centre for Supportive Services for the Deaf, Deputy Vice-Chancellor (Academic) and member of council, Al-Hikmah University, Ilorin, among others. She played these roles very innovatively, very diligently, very effectively and very productively in addition to her teaching and research duties in the University. In all her engagements, she always makes sure that high quality is attained. Her research focus is on quality assurance in teaching, research and community services. Hence, the theme of this edition is 'Quality Assurance in Education'.

Stakeholders in education are demanding accountability from private and public institutions on the cost, the benefit and the effectiveness of their investment in education. Therefore, the educational administrators must be concerned about quality in every aspect of the educational system. That is, excellent inputs, processes, outputs and outcomes of the education system must be their watchwords, if they are to achieve the educational goals. Thus, this publication is coming at the right time.

The original reports and theoretical papers on different aspects of quality assurance in this special edition were contributed by experts, managers and professionals in the field of education, educational management and other allied fields.

Professor Yunus Adebunmi Fasasi,
Head, Department of Educational Management,
University of Ilorin, Ilorin, Nigeria.
20th February, 2020.

Editorial Policy

The International Journal of Educational Management (IJEM) publishes original research reports and theoretical papers that add to knowledge and understanding of educational management issues in Nigeria and the world at large. Scholarly papers are therefore welcome on the following Educational Management areas, among others:

- Administration
- Planning
- Financing
- Supervision
- Human Resource Management
- Economics of Education
- Facilities/Resource Management
- Policy Analysis and Evaluation
- Information and Communication Technology
- Education Laws
- and other Educational Management areas

All papers, written in English, must show originality and should make contributions to knowledge in specific areas of Educational Management. Paper should be prepared following the publication manual of the American Psychological Association APA (Latest Edition). All manuscripts must be typed on separate sheets of paper. Manuscript, including tables, figures and references should not be more than 15 pages of quarto-sized paper in length. All manuscripts should be typed in Times New Roman font 12.

Article sent through our e-mail address sijem.edumgt@gmail.com are preferable; but where it is not possible three hard copies and a soft copy of the manuscript must be sent to the Managing Editor.

Articles should be submitted with an assessment fee of Five thousand naira (N5000) and additional one thousand naira N1000 (if through e-mail) for internet downloading in cash to the Editor or through the bank (International Journal of Educational Management at Skye Bank Plc University of Ilorin main campus (Account Number 1771258028)).

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Prospective Teachers' Awareness of Teacher Certification for Quality Assurance in Nigerian Education System

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Abstract

Teaching profession is adequately certified, regulated and licensed by Teacher Registration Council of Nigeria (TRCN) to ensure quality and standard in the system. The prospective teachers of teacher educational institutions are important stakeholders trained to facilitate and enhance the effective teaching and learning processes in the in the classrooms but how far are the teachers aware of teacher certification. It becomes imperative to assess prospective teachers' awareness of teacher certification for quality assurance in the education system. The objectives of the study were to investigate prospective teachers' awareness of teacher certification, obligations of teachers under TRCN and, rights and privileges of registered teachers with TRCN for quality assurance in the sector. A descriptive survey research design was adopted for the study. Stratified random sampling technique was employed to select three hundred students in teacher educational institutions in Kwara State. A researcher-designed questionnaire was used for data collection. The data collected were analysed using percentage and means ranking. The findings of the study showed that prospective teachers had low level of awareness on the activities of the TRCN towards teacher certification, obligations of teachers registered under TRCN as well as rights and privileges of registered teachers with TRCN for quality assurance in the education system. Based on the findings, it was recommended among others that procedures and processes of teacher certification should be integrated into teacher education for prospective teachers to have adequate information and enlightenment about the professionalism.

Keywords: Teacher Certification, Prospective teachers, Awareness, Obligations and Registered teachers' rights and privileges

Introduction

Teaching is a legally recognized profession in Nigeria. It is a form of public service which requires teachers' expert knowledge and specialized skills acquired and maintained through rigorous and continuing study. It is a profession that requires some degree of learning and special training to be able to provide higher intellectual services that are beneficial to mankind, directly or indirectly. Characteristics of teaching as a profession include period of preparation; code of conduct and ethics; technical and specific methodology; practice restricted to those certified; giving high priority to service; and standards for training, examination, certification and admission into the profession (Jimoh, 2004). In this regard, Teacher Registration Council of Nigeria (TRCN) was established to strengthen and regulate the practices of the profession including qualification, professional conduct, legal requirements, obligations, rights and privileges of registered teachers. Establishment of the council revitalized the teacher education programmes in Nigeria. Teacher education is the programmes structured to equip prospective teachers with a series of teaching and learning activities that enable them to impart knowledge and practical skills to learners purposely for behavioural modification. Its programmes, policies and procedures are designed to equip prospective teachers with the knowledge, attitudes, behaviours and skills they required to perform the task effectively in the classroom, school and wider community (Sanyal, 2013).

The educational institutions that train teachers include colleges of education, faculties of education, institute of education and teacher institutes among others. Many prospective teachers want to become a teacher, while others enter the field because they love a certain subject and want to share the experience with young ones at basic or senior secondary school levels of education. Some of the prospective teachers may be inspired by one of their teachers and want to give back their experiences by inspiring the next generation. Many teachers just love kids and enjoy helping them learn and grow in a caring environment. Teachers make a difference in learners' lives. As noble as teaching profession is, prospective teachers are expected to register with TRCN after the completion of the programmes like Nigeria Certificate in Education (NCE), Degrees in Education, Postgraduate Degree in Education and other programmes that are recognized in the country. The prospective teachers are expected to register to benefit in the system as registered members with TRCN.

The TRCN was established by the Act No 31 of 1993 purposely to transform the teaching profession to the highest standards with respect to the quality of teacher education programmes, registration and licensing, professional conduct, induction and overall social status of teachers at all levels of the education system. The mandate of the council can be possible with a fundamental change in the attitudes, orientations, awareness and behaviour of teachers towards greater values, ideals and practices in education as obtains in other professions. The council is responsible for determining who teachers are and what standards of knowledge and skills are to be attained by persons seeking

to become registered teachers; securing the establishment and maintenance of a register of teachers and the publication from time to time; regulating and controlling the teaching profession in all its aspects and ramifications as well as classifying from time to time members of the teaching profession according to their level of training and qualification. Furthermore, the council inducts prospective teachers to the noble profession after the completion of their programmes from different educational institutions and after they have passed professional qualifying examination to assure quality in the education sector in the country (Teachers Registration Council of Nigeria, 2005). This process of registration, examination and certification of prospective teachers is referred to as teacher certification

Teacher certification is an academic process by which prospective teachers are licensed to teach within a specialized area after the completion of required courses and other specified criteria in education. The process for certification and licensing of prospective educators is important to ensure that prospective teachers meet certain standards in their subject areas, pass required and compulsory courses and up to task in using appropriate and suitable teaching methods and other skills for effective teaching and learning in the classrooms. A certified teacher is a teacher who has undergone series of programmes in foundations of education, earned credentials from an authorized educational tertiary institutions and, registered and licensed by Teacher Registration Council of Nigeria or other teacher regulatory councils in world. No category of teachers is exempted from the regulations. It is recommended that all persons who perform jobs that rightly and legally constitute teaching as well as those who administer teaching and learning in the education system must be trained as teachers, registered and regulated legally as recognized teachers in Nigeria. Therefore, prospective teachers must register with TRCN. The council has set machinery in motion to register and license qualified teachers and provide teachers with continuous professional development to standardize teacher professionalism in Nigeria (Ezeugbor, 2017).

The following criteria are highlighted by TRCN as pre-requisite for registration. Prospective teachers must pass a qualifying examination accepted by the council and complete the practical prescribed by the council, be of good character, have attained the age of twenty-one years, and not have been convicted in Nigeria or elsewhere of an offense involving fraud or dishonesty (Teacher Registration Council of Nigeria, 2010). Teacher certification has become compulsory for all prospective teachers as Federal Government made the deadline for phase-outing quacks from the teaching profession 31st December, 2019. It was also confirmed by the Registrar of the Council that only certified teachers will be allowed in the classrooms from 2020.

The criteria are set to ensure standard and quality in the profession. Quality assurance is keen in teaching profession. TRCN has established many programmes to ensure the quality in the profession. The programmes include

professional standards for Nigerian teachers, 2010; Policy on career path for the teaching profession in Nigeria, 2019; and Teachers code of conduct, 2005 among others. The programmes are designed purposely to strengthen the profession and ensure quality in Education. The benefits for registered teachers are beyond material gains. Certified teachers legally have freedom to participate in all TRCN activities that are open to members, professional salary scales, allowances and other benefits that may be secured by TRCN, and attach to their names, titles or prefixes as maybe determined by TRCN as identification of registered teachers (Teacher Registration Council of Nigeria, 2005).

Quality assurance in education is a process of improving the teaching and learning processes, methods, procedures, products as outcome of the processes. The government expects the graduates of the Faculties of Education to be well equipped with subject matters of their respective areas of specialization, relevant skills and values as well as positive contributions towards the development of education sector and Nigeria as a nation (Olokooba, Okunloye, Uyanne & Okafor, 2019). Quality assurance is process of improving the educational institutions to meet the need of effective use of manpower in relation to the quality of skills acquired by the prospective teachers and the expectation skills in the labour market (Oyebade, Oladipo, & Adetoro, 2008).

Quality assurance plays important role in the education institutions. Education institutions occupy a strategic position due to the foundational roles they play among other institutions within the country and in the world. The institutions are assigned the task of producing teachers for primary and secondary education levels and also capacity building of all curriculum implementers at all levels of education system. Education of teachers is not only responsible for improvement of school education but also for preparing competent, committed and professionally well qualified teachers who can meet the demands of labour market and compete with other human resources in global environment. Research studies have showed impacts of the quality assurance on the teacher education, priority of the teacher education on the quality assurance and ways of improving the quality assurance in teacher education in the country (Okebukola, 2005; Oyebade, et al., 2008; & Olokooba, et al., 2019). Studies of Oyebade, et al., (2008) and Okebukola, (2005) revealed that educational background, proper coordination of examination and the spirit of research and creativity were the areas to be given high priority in order to ensure quality in teacher education.

In addition, Olokooba, et al., (2019) identified the intellectual and professional background adequate for their daily assignment; control the examination system with clear procedures couple with absolute confidentiality and impartiality; enhance their commitment to national objectives; and encourage the spirit of enquiry and creativity in teacher education as the prominent qualities that teacher education in universities assured. However, Osuafor and Okafor (2015) discovered that majority of the secondary schools

teachers were aware of the benefits and ethical practices of teaching profession required of them but some of them were not highly committed to the practices. To reduce the unethical practices in this profession, prospective teachers need to be exposed to the practices and obligations of the profession while undergoing a programme in teacher education purposely to assure quality in the education system.

To ensure quality in education, Oyewumi and Fatoki (2015) identified six indices that produce quality education to be student standard achievement; quality of leadership and management; quality of teaching and learning; quality of the curriculum; quality of the care, guidance and support given to students; and outreach with parents, students and community. Kwara State Education Quality Assurance Bureau (KSEQAB) was established to support the improvement in the quality education provision in schools through supervision, inspection and the regular monitoring of schools in the state. Quality assurance in education improves teacher's content knowledge, skills, ethics of teaching, and enthusiasm for learning that promote high standard in Education. It also ensures competent and skilled teachers who inspire next generation on continuous learning and cultivates in learners rights value and attitudes that improve the standard well-being of people in the country (Olokooba, et al. 2019). As beginner, prospective teachers need to be aware of and oriented towards the functions and responsibilities of the TRCN, teachers' obligations as well as rights and privileges of registered teachers with TRCN as a regulatory council in the teaching profession.

Research Questions

The following research questions were raised to guide the study.

1. What is the level of prospective teachers' awareness of teacher certification for quality assurance in Nigerian education system?
2. What is the level of prospective teachers' awareness about obligations of teachers under TRCN for quality assurance in Nigerian education system?
3. What is the level of prospective teachers' awareness of rights and privileges of registered teachers with TRCN for quality assurance in Nigerian education system?

Method

Descriptive survey design was employed in this study and a questionnaire titled "Prospective Teachers' Awareness of Teacher Certification for Quality Assurance Questionnaire" (PTATCQAQ) was administered. The population of the study comprised prospective teachers in Nigeria. Sample of the study was students selected from federal, state and private universities, colleges of education and teacher institute in Kwara State. Stratified random sampling technique was employed to select sixty final year undergraduates in a federal,

twenty undergraduates in State and twenty undergraduates in private universities in the state. Fifty final year students were separately selected in a public and private colleges of education while one hundred final year students were also selected from Teacher Institute in Ilorin Centre using simple random sampling technique. The total of the respondents for the study was three hundred.

The instrument used in data collection was a questionnaire which consisted of twenty-two structured response items. Three research questions were raised and answered using mean and standard deviation. Section A of the questionnaire sought information on demographic characteristic of the respondents. Section B of the questionnaire contained twenty-two items with three sub-headings. The first sub-heading was on Awareness of Teacher Certification while second sub-heading was on Obligations of teachers under TRCN. The last sub-heading in section B was based on Rights and Privileges of registered teachers with TRCN with a modified 4Likert scaling of Extremely Aware (3), Moderately Aware (2), and Not Aware (1). The instrument was subjected to both face and content validity by the two experts in Measurement and Test construction, Faculty of Education, University of Ilorin, Ilorin. The reliability of the instrument was obtained through the test-retest method. The data collected were analysed using PPMC and a reliability index of 0.73 was obtained. It was considered moderate for the study. The mean of 2.0 and above indicate the high level of awareness while the mean of less than 2.00 indicate the low level of awareness of the items in the questionnaire.

Results

Research Question 1: What is the level of prospective teachers' awareness of teacher certification for quality assurance in Nigerian education system?

Table 1: Prospective Teachers' Awareness of Teacher Certification for Quality Assurance

S/N	Awareness of Teacher Certification for Quality Assurance	Mean	Std.		Rank
			Deviation		
1.	Registration and licencing of qualified teachers	1.94	0.25		2 nd
2.	Induction at point of graduation	1.98	0.13		1 st
3.	Conduct of Professional Qualifying Examinations	1.86	0.35		3 rd
4.	Continuing Professional Development Programme	1.27	0.44		7 th
5.	Publication of a register of qualified and licensed teachers in Nigeria in hard copies and available through the World Wide Web.	1.75	0.44		5 th
6.	Supervision of the courses and programs of teacher training institutions in Nigeria	1.82	0.39		4 th

7. Establishment of national minimum standards and execution of mandatory continuing professional development	1.35	0.48	6 th
8. Enforcement of professional ethics among teachers using the teachers investigating panel (TIP) and the Teachers Tribunal	1.22	0.41	8 th

Table 1 indicated that out of eight items that address level of prospective teachers' awareness of teacher certification for quality assurance, items 1, 2, 3 to 8 revealed that prospective teachers have low level of awareness of some of the activities of the TRCN towards teacher certification. The evident from the mean of the items 1, 2, 3 to 8 which are all lower than the cut-off point of 2.00. This implies that prospective teachers in various educational institutions low level of awareness of the activities of the TRCN towards teacher certification for quality assurance in the education system.

Research Question 2: What is the level of prospective teachers' awareness about obligations of teachers under TRCN for quality assurance in Nigerian education system?

Table 2: Prospective Teachers' Awareness about Obligations of Teachers under TRCN for Quality Assurance?

S/N	Obligations of Teachers under TRCN for Quality Assurance	Mean	Std. Deviation	Rank
1.	Teachers should have an enduring absolute commitment to the profession.	1.74	0.39	7 th
2.	Teachers should give maximum attention and responsibility to the profession.	0.78	0.46	5 th
3.	Teacher should render efficient and cost effective professional service at all times.	0.47	0.41	8 th
4.	Teachers should aspire to make a successful career within the system.	1.86	0.17	2 nd
5.	Teacher should evaluate periodically the learners' performance.	1.87	0.18	1 st
6.	Teachers should be dedicated and faithful in all professional undertakings being punctual, thorough, conscientious and dependable.	1.80	0.41	4 th
7.	Teachers should render all professional assistance likely to enable learners to identify and excel in their skills.	1.85	0.21	3 rd
8.	Teachers should submit themselves to the Teachers' Investigation Panel and Teacher Disciplinary Committee as the need arises.	1.77	0.36	6 th

Table 2 showed eight items as responses of prospective teachers on their level of awareness about obligations of teachers under TRCN for quality assurance. Items 1, 2, 3 to 8 showed that prospective teachers have low level of awareness of obligations of teachers registered under TRCN as the mean of the items were lower than the cut-off point of 2.00. This indicates that prospective teachers have low level of awareness of obligations of teachers before joining the labour market.

Research Question 3: What is the level of prospective teachers' awareness of rights and privileges of registered teachers with TRCN for quality assurance in Nigerian education system?

Table 3: Prospective Teachers' Awareness of Rights and Privileges of Registered Teachers with TRCN for Quality Assurance

S/N	Rights and Privileges of Registered Teachers with TRCN	Mean	Std. Deviation	Rank
1.	Freedom to legal status as teachers.	1.16	0.18	5 th
2.	Freedom to attach to their names, titles or prefixes as maybe determined by TRCN as identification of registered teachers in Nigeria.	1.24	0.06	1 st
3.	Freedom to impact their professional skills, knowledge and values within the education system and subject to regulation by TRCN.	1.17	0.36	4 th
4.	Freedom to participate in all TRCN activities that are open to members.	1.21	0.59	2 nd
5.	Freedom to letter of credence from TRCN when required by Foreign Teacher Councils or other relevant bodies around the world.	1.06	0.38	6 th
6.	Freedom to professional salary scales, allowances and other benefits that may be secured by TRCN for registered teachers.	1.18	0.34	3 rd

Results in table 3 indicated that out of six items that address level of prospective teachers' awareness of rights and privileges of registered teachers with TRCN, items 1, 2, 3 to 6 revealed that prospective teachers have low level of awareness of rights and privileges of registered teachers with TRCN as the items mean were below the average of 2.00. This implies that prospective teachers were have low level of awareness of rights and privileges of registered teachers with TRCN for quality assurance in the education system.

Discussion

Findings of this study revealed that prospective teachers have low level of awareness on some of the activities of the TRCN towards teacher certification that identified in this study. They have low level of awareness on induction at point of graduation, registration and licensing of qualified teachers, conduct of professional qualifying examinations and supervision of the courses and programs of teacher training institutions in Nigeria. This indicated that prospective teachers may not be aware of the processes and activities involved in teacher registration for teacher certification. This finding of this study is consistent with **finding** of Oyebade, Oladipo, & Adetoro, (2008) and Okebukola, (2005) who discovered that proper coordination of the examination and supervision of the programmes were not given high priority in quality assurance in teacher education for practical teaching that ensures professionalism.

In this study, finding also showed that prospective teachers have low level of awareness on obligations of teachers registered under TRCN. They have low level of awareness of periodic evaluation of the learners' performance, aspiration of learners to make a successful career within the system, rendering all professional assistance likely to enable learners to identify and excel in their skills and be dedicated and faithful in all professional undertakings being punctual, thorough, conscientious and dependable. This finding implies that prospective teachers may not be able to contribute positively towards the standards and quality of teaching profession as they have low level of awareness of the obligations. This finding is consistent with finding of Jimoh, (2004) who reported that teaching should be restricted to those certified; giving high priority to services and teachers' obligations; and set the standards for training, examination, certification and admission into the profession.

The findings of the study also revealed that prospective teachers have low level of awareness on some rights and privileges of registered teachers with TRCN. They have low level of awareness on participating in all TRCN activities that are open to members, freedom to professional salary scales, allowances and other benefits that may be secured by TRCN for registered teachers as well as freedom to impact their professional skills, knowledge and values within the education system. The finding indicates that more awareness and enlightenment are needed for prospective teachers on rights and privileges of registered teachers with TRCN, so that they could intensify efforts on prompt registration with TRCN and certification after their graduation. This finding of the study is inconsistent with findings of Osuafor and Okafor (2015) who discovered that majority of the secondary schools teachers were aware of the ethical practices and benefits attached to teaching profession, although some of them were not highly committed to the practices.

Conclusion and Recommendations

Based on the foregoing discussions, it could be concluded that teaching is one of the noblest professions and it takes a special person to be a great teacher. Getting teacher licensure is only the beginning of the journey. Awareness of prospective teachers on some of the activities of the TRCN towards teacher certification, obligations of teachers registered under TRCN and rights and privileges of registered teachers with TRCN is very important experiences that would enable them to contribute positively to the standard and quality of education after the graduation as expected in the system. It would also enable them as stakeholders to intensify efforts on actualization of the goals and objectives of Nigerian education system as well as mandates of TRCN. Based on the findings of study, the following recommendations were made:

- a. Professional Qualifying Examinations should be integrated into the curriculum content of final year students in teacher education programmes, especially Nigerian Certificate in Education and teacher education degree programmes.
- b. The obligations of teachers under TRCN should be given more priority in teaching practice assessment of teacher education programmes.
- c. Prospective teachers should be provided with more information and enlightenment about rights and privileges of registered teachers with TRCN. This serves as motivation and encouragement to the teachers.

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