

THE ATTITUDE OF N.C.E. HOLDERS TOWARDS TEACHERS' PROFESSIONAL REGISTRATION FOR TEACHER QUALITY IN JOS NORTH LGA, PLATEAU STATE

By

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Abstract

The concept of teachers' registration is gaining global acceptance. This is because all members of other professions are by-products of the teacher. This research seeks to find out the attitude of Nigerian teachers, particularly Nigeria Certificate in Education (N.C.E.) holders towards teachers' professional registration. In achieving the aim of this study, the concept of Teachers' registration was addressed through literature review. Jos North Local Government Secondary School teachers (N.C.E.) holders were used as case study. Data employed for the study was collected from one hundred and twenty (120) one hundred and twenty N.C.E. holders using random sampling technique. The data for the study was obtained using Likert Scale. The responses were analyzing using Chi-Square and Simple Percentages. From the findings, it was discovered that N.C.E. holders particularly female N.C.E. holders and N.C.E. holders in private schools have negative attitudes towards the whole exercise, despite the fact that N.C.E. is the minimum teaching qualification. Also most of those registered have not renewed their registrations' qualification. Recommendations were made and the researcher concluded that teachers' professional registration would enhance teaching and learning thereby bringing about economic development in the long-run.

Background of the Study

The need for curriculum delivery at the higher level of education according to Yauware (2009) calls for proper teaching preparation in the country. Teacher professional registration has to do with teacher quality and licensing for effective teaching and learning which N.C.E. holders form part. Possessing knowledge and having the ability to use the knowledge is critical to individual and societal growth. In the same manner having a skilled and focused workforce is very important in teaching profession which other professions are by-products of in Nigeria. Tanimu (2006).

Teachers' Registration Council of Nigeria came on board in 1993 with the aim of making teaching unique and to encourage teachers to take part in teaching for excellence in the whole nation. FGN (2004) stipulated that N.C.E. is the minimum teaching qualification in Nigeria. In support of this, Saidu (2008) observes that only trained teachers are to be employed to teach for proper curriculum implementation in all levels of education. Teacher preparation is therefore about providing the right skills, methods, techniques and other principles for effective teaching and learning at both foundation and tertiary levels. It is one thing as a matter of fact to have adequate instructional materials on ground and another not to have qualified teachers to use them in teaching.

A good teacher according to Dele (2008) teaches while a bad teacher tells stories that may not assist the students in teaching learning process. To enable teachers teach effectively, teachers require sound preparation to be regarded as a good teacher. Curriculum implementation which has to do with the process of putting curriculum objectives into action requires trained teachers. The paper therefore

is about the attitudes of N.C.E. holders toward teachers' professional registration in Jos North, Plateau State. This is to enable teachers implement or deliver the curriculum well for the betterment of individual and society.

This paper titled the attitude of N.C.E. holders towards teachers' professional registration for teacher quality in Jos North L.G.A., Plateau State, has to do with the attitude of male and female N.C.E. holders in Jos North L.G.A. This is, therefore to know the group that has either positive or negative attitude towards teachers' professional registration as a compulsory exercise in this country.

Besides, the same paper intends to examine public and private schools regardless of their locations, that is, urban and rural areas. The most important thing is to check the behaviour of N.C.E holders towards teachers' professional registration. It is also to check the awareness of that fact that, the exercise will actually lead to their licensing. As matter only trained teachers are supposed to teach which has to do with the actual curriculum implementation for the growth and development of the society in particular and the nation at large. This is in agreement with the reason for the establishment of Teachers' Registration Council of Nigeria (Ali, 2008).

In addition to the provision of code of conduct, it is to make sure that only trained teachers are employed to teach all the subjects at whatever level. This is to facilitate the achievement of the clearly stated five objectives of education and six formulated national values as contained in the National Policy on Education (2004).

To actually achieve the stated objectives of education in this country, competent teachers are required for effective teaching and learning in both public and private schools. Teaching professional registration according to Ben-Yunusa (2005) is one of the ways of getting competent teachers to implement the planned and guided curriculum of all subjects. This also requires proper evaluation supervision and inspection of teachers that are key figures in curriculum implementation. Teacher according to Mani (2001) requires the use of teachers with sound teaching skills, techniques, experience and method to really achieve the above mentioned objectives for the betterment of the whole society. Teacher preparation is about the acquisition of all teaching principles.

Jos North Local Government Area which has a complete university around may not lack hands to create teachers professional registration awareness. There are programmes like Part-time Degree in Education, Professional Diploma in Education, Nigeria Certificate in Education and Post-graduate Diploma in Education to create more and more awareness around Jos North environment. The paper therefore calls for the use of competent hands in teaching profession to really come out with better results.

Statement of the Problem

The teacher holds the key to nation-building. This is for the fact that the aspiration of any nation to transform into a great country can only be possible if they are competent and dedicated teachers to impart the knowledge, attitude and skills. The standard of education in Nigeria has fallen drastically over the years. The most recent is evident in poor performance by Junior School Certificate Examination (J.S.C.E.) candidates. According to National Examination Council's Chief Examiners' Report while presenting 2011 JSCE results, the reasons for poor performance include; unpreparedness from the side of the candidates and lack of proper grooming by teachers. Therefore, this study is meant to look at the attitude of N.C.E holders towards teachers' professional registration for quality teachers in Jos North LGA of Plateau State.

Purpose of the Study

The main purpose of the study is to:

1. Find the attitude of N.C.E. holder towards teachers' professional registration for teacher quality in Jos North LGA.
2. To determine how gender and school type effect teachers' professional registration in Jos North.

Research Questions

The following research questions were asked:

1. What is the attitude of N.C.E. holders towards teachers' professional registration?
2. What attitudinal disposition do the teachers have towards the whole exercise?
3. To what extent do teachers' professional registration take care of gender and school?

Hypotheses

The following hypotheses were formulated for the study:

1. N.C.E. holders' attitude towards teachers' professional registration does not vary according to their gender.
2. N.C.E holders' attitude towards teachers' professional registration does not vary according to their schools type.
3. There is no significant relationship between teachers' registration status and their registration renewal.

Research Design

A survey design was adopted for this study to actually cover Jos North Area of Plateau State.

Population

The research population for the study consisted of all the secondary school teachers who were N.C.E holders at the time of this research in Jos North LGA which has 95 secondary schools with a total number of two hundred and forty (240) teachers. Jos North Local Government Area has this number of NCE holders because most of them moved to degree holders through part-time programme as University of Jos is located in Jos North.

Sample and Sampling Technique

The sample consisted of 120 secondary school N.C.E. holders randomly drawn from the population of the study. 60 of them were males and 60 females = 120. 60 were drawn from public schools and 60 from private schools = 120.

Instrument for Data Collection

The instrument used for data collection was questionnaire titled: Questionnaire on N.C.E. holders attitude towards Teachers registration designed by the researcher and was validated by experts in test and measurement.

The instrument had 20 items on a 5-point Likert-scale ranging from Strongly Agree (SA) to Strongly Disagree (SD). The questionnaire has two sections.

Section A: This section sought basic information of the teacher while Section B consisted of a list of items associated with teachers' professional registration. The instrument had a reliability coefficient of 0.71.

Method of Data Analysis

The data were analyzed using chi-square statistical analysis techniques and simple percentages. Two null hypotheses were tested at 0.05 level of significance and compared with the

critical value of Chi at the stated degree of freedom. The third hypothesis was analyzed using simple percentages. The result of the analysis is as shown in tables 1, 2, and 3.

Table 1:
Chi-Square Analysis of Responses of Male and Female N.C.E. holders' attitudes towards Teachers' professional registration

Sex	n	df	A	X ² Cal	X ² Critical
Male	60	1	0.05	5.02	3.85
Female	60				

Table 2:
Chi-Square Analysis of Responses of Public and Private School N.C.E. holders' attitudes towards Teachers' professional registration

Sex	n	df	A	X ² Cal	X ² Critical
Public	60	1	0.05	5.18	3.84
Private	60				

Table 3:
Percentage analysis of N.C.E. holder's registration status and renewal level

S/No.	Identified Item	Responses	Frequency	%
1.	Teachers' Registration Status	Registered	56	46.7
		Not Registered	64	53.3
2.	Teachers' Registration Renewal	Registration renewed	3	2.5
		Registration not renewed	117	97.5

The purpose of this study was to investigate the attitude of N.C.E. holders towards Teachers professional registration. Amongst male and female as well as public and private school teachers.

From the result as shown in table 1, there is a significant difference in the attitude of male and female N.C.E holders on issues of teachers' professional registration. The result titled more in favour of the male teachers being made more aware and informed on the need for professional registration, which is in line with REC 72 that, "Teachers and teachers' organization should seek to cooperate fully with authorities in the interest of the pupils, of the education service and of society generally". TRC (2004).

On the issue of the attitude of public and private institutions N.C.E. holders' attitude towards teachers' professional registration, the calculated chi-square (X²) value of 5.18 is also greater than the critical value of 3.84 indicating a significant difference. Therefore, public and private institutions N.C.E. holders observed teachers' professional registration different. The public institutions N.C.E. holder are more informed of the need for professional registration in view of the fact that financial benefits are given to registered teachers at public organizations. Private schools proprietors should encourage teachers' professional registration through attachment of incentives to registered teachers.

Table 3 results indicated that more than half of the N.C.E. holders in Jos North have not registered which is represented by 53.3 percent of the N.C.E. holders in Jos North. With regards to renewal registration, 97.5 percent of the teachers have not renewed their registration, only 2.5 percent have renewed, this is a negligible figure.

In view of the result of this study affirming also the work of other scholars, teachers' professional registration is no longer in doubt but is now equivocally apparent that measures be taken to sensitize and create awareness awards teachers' professional registration, especially among female N.C.E. holders and private school administrators on the basic steps to encourage professionalism and quality in the education sector.

Recommendations

The following recommendations are put forward for consideration and implementation:

- (1) Teachers' professional registration should form part of the conditions for establishment of schools.
- (2) All final year students should register with the body while in school.
- (3) To address the problem of non-registration, deductions can be done at source for the purpose of registration of teachers who have not registered and or renewed the registration by their employers.
- (4) Only interested candidates should be admitted to read education to avoid negative attitudes towards teachers' professional registration in this Local Government Area.
- (5) Teachers who refuse to register should be punished by regarding them untrained teachers.
- (6) Orientation, workshop and seminars on teacher professional registration should be organized from time to time for sound awareness.
- (7) Certain people should be assigned to monitor teacher's professional registration in the Local Government Area.
- (8) Teacher's Professional Registration should form part of graduation requirements from the institutions.
- (9) Renewal of teacher's professional registration should be made compulsory.
- (10) Officers for teacher's professional registration should be appointed in each Local Government Area.
- (11) The funds gathered from teacher professional registration should be accounted from time to time.
- (12) The objectives of teacher professional registration should be made clearer, sharper and achievable.

This way the researchers feel it will bring quality and excellence in teaching and learning process.

CONCLUSION

In conclusion, Nigeria has always had one of the best and richest educational aims, objectives and curricula for all aspects of its educational system especially UBE, which is the operating ground for N.C.E. holders. Hence, awareness should be created to N.C.E. holders to develop positive attitude towards teachers' professional registration in order to attain excellence in teaching for prosperous economic development. Male, female, public schools, private schools, urban and rural schools must

be properly addressed for positive attitudes towards teacher's professional registration in the
For teachers to take active part in teaching-learning process, proper skills must be acquired to perform
them function well, NCE which is registered as the minimum qualification of teaching needs to have
all that is required to have effective curriculum implementation in all schools.

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