



Impact of Awareness of the Teachers' Registration Council of Nigeria Act on Job Performance of Public Secondary School Teachers in Bayelsa State, Nigeria

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Abstract

The study is on the Assessment of the Impact of the Awareness Level of the Teachers Registration Council of Nigeria Act on Public Secondary School Teachers Job Performance in Bayelsa State. The study was guided by three research objectives and corresponding research questions. The study made use of the analytic descriptive survey design. The target population of this study was made up of 3600 teachers of public secondary schools in Bayelsa State during the 2024/2025 academic session (Post Primary Education Board). A sample size of 432 teachers (representing 12%) of the total population was selected through a proportionate stratified random sampling technique from public secondary schools in Bayelsa State during the 2024/2025 academic session. The instrument used for the study was questionnaire items titled. Assessment of The Impact of the Awareness of the TRCN Act on Public Secondary Schools Teachers Job Performance in Bayelsa State was constructed by the researcher of the study. The instrument has two basic segments A and B. The first segment A sought information on the demographic data of the respondents; alternatively, segment B sought information on the Assessment Level of Public Secondary School Teachers' Awareness of the TRCN Act.. All the items were measured on a four (4) point rating scale of: Very High Level (VHL), 4-Points; High Level (HL) 3-Points; Low Level (LL) 2-Points; and Very Low Level (VLL) 1-Point. The research instrument was validated by two experts from Educational Management Department and measurement and evaluation unit of the Department of Counselling and Educational Psychology in Faculty of Education in the Niger Delta University, Wilberforce Island of Bayelsa State. A reliability coefficient of .830 was obtained thereby establishing that the research instrument is reliable. The descriptive statistical tool of simple percentage analysis was utilized to analyze the demographic data in the study. In addition, mean and standard deviation descriptive statistical tools were also applied to answer all the research questions. The study was able to establish that public secondary teachers in Bayelsa State awareness on the importance of the Teachers Registration Council of Nigeria Act and adhering to its provisions will enhance teachers job performance and as such recommended that educational stake holders, policy makers and administrators in Bayelsa State should ensure that teachers are dully registered with the TRCN, enforce its ethical and professional conduct as well as sanction all unregistered teachers in other to ensure professionalism in the teaching profession and enhancing the job performance of teachers.

Keywords: Assessment, Teachers, Act, Awareness, Performance.

Introduction

Education is the structured process of acquiring knowledge, skills, values and habits, aimed at fostering intellectual, personal, and social development. It is essential for the empowering individuals, driving economic growth, promoting social equality, fostering critical thinking, and enabling informed decision-making for a better quality of life. Education is as old as man because in the beginning there was Education. This is because Education exists, and has always existed in human societies, irrespective of the level of complexities of the organization of each society. Education equips humans with life skill requirement of a knowledge-based economy. Some of these skills includes knowledge in the form of versatility and flexibility, communication skills, adaptability, creativity, literacy, Information and Communication Technology, learning as a way of life among others. All of these are

geared towards fostering intellectual growth and promoting social and economic advancement. Globally, education is regarded as a fundamental right of every citizen and a means of attaining national economic growth and development. For education to function effectively and serve as a catalyst for economic growth and development, it must be guided by structured frameworks including legislative instruments that govern its delivery. The intersection of education and law ensures that schools operate within a regulated environment that guarantees equity, accountability, and professionalism. Thus, the relationship between education and its governing legal structures forms the bedrock of this inquiry.

Education Law

Education laws, as a subset of public law, consist of legal instruments, statutes, regulations, and policy frameworks formulated to guide the operation, administration, and professional standards of educational institutions. These laws define the rights, duties, and obligations of all stakeholders in the educational process, including teachers, learners, administrators, and the state. Legal framework such as the National Policy on Education, TRCN Act, and laws governing examination conduct are pivotal to ensuring quality, access, equity, and the protection of educational rights. Biokoro (2019) notes that without a comprehensive legal structure, the education system becomes vulnerable to inconsistencies, abuses, and inefficiencies. As such, education laws serve as the blueprint for maintaining the credibility and functionality of schools across Nigeria. Their relevance becomes more pronounced when examined in relation to those who operationalize them within the learning environment teachers.

Roles of Teachers

Teachers, as the most immediate implementers of educational policies and custodians of instructional practices, play a critical role in the realization of legal and professional educational standards. They are charged not only with delivering content but also with upholding ethical conduct, protecting learners' rights, enforcing school regulations, and aligning their practice with national goals. The TRCN Act, for instance, mandates that every practicing teacher must be registered and certified, reflecting the professionalization of the field. However, as Nwachukwu (2023) posits, the efficacy of these legal instruments depends largely on the degree to which teachers are aware of and committed to their provisions. Ignorance of these laws may result in unintentional breaches, poor instructional leadership, and violations of teachers' rights. The teacher's role as a legal actor within the school system underpins the need for rigorous assessment of their awareness of such laws, particularly within the unique structure of Nigeria's secondary school system.

Teachers Registration Council of Nigeria (TRCN) Act and Level of Awareness Among Secondary School Teachers

The Teachers Registration Council of Nigeria (TRCN) Act, enacted in 2004, stands as a cornerstone in the professionalization of teaching in Nigeria. The Act mandates that all individuals engaged in the teaching profession must be registered and licensed by the TRCN to be recognized as qualified educators. This provision seeks to regulate and standardize teaching practices across the country, ensuring that only trained and certified individuals are allowed to function as teachers. However, despite the legal mandate and national relevance of the TRCN Act, the level of awareness among many secondary school teachers, particularly in states like Bayelsa, remains considerably low. According to Salawu and Salawudeen (2024), many teachers are either unaware of the provisions of the Act or misunderstand its regulatory scope, leading to widespread non-compliance, especially in rural and peri-urban areas. This legal illiteracy undermines efforts to elevate the teaching profession to the status of other legally recognized professions such as law and medicine.

Policies of Teachers Registration Council of Nigeria (TRCN) Act:

- Mandatory registration of all qualified teachers in Nigeria
- Issuance of professional teaching licenses
- Regulation and control of the teaching profession in all aspects and ramifications
- Accreditation of teacher education programmes in institutions of higher learning
- Maintenance of a register of qualified and licensed teachers
- Enforcement of ethical standards and professional conduct among teachers
- Implementation of disciplinary measures against unprofessional behaviour
- Development and review of professional standards for teachers
- Organization of continuing professional development programmes
- Verification of teaching qualifications and credentials
- Advocacy for the professionalization of teaching in Nigeria
- Regulation of entry requirements into the teaching profession

- Sanctioning of unqualified persons found teaching in Nigerian schools

A core aspect of the TRCN Act is its emphasis on professional ethics and the development of a legally binding code of conduct for educators. This framework serves to guide teacher behaviour, establish disciplinary protocols, and protect the integrity of the teaching profession. Nonetheless, without a proper understanding of these legal expectations, teachers may inadvertently engage in misconduct or neglect essential responsibilities. Ojo and Emeka-Nwosu (2023) observed that while the TRCN has established mechanisms to enforce ethical standards, a major challenge remains the inadequate awareness and implementation of these frameworks at the school level. In Bayelsa State, where regulatory oversight is often limited, teachers who are not informed of their ethical obligations under the Act may contribute to declining professional standards and eroded public trust in the education system.

Key Aspects of the Teachers Registration Council of Nigeria (TRCN) Act,

An often-overlooked dimension of the TRCN Act is its statutory commitment to fostering a national culture of teacher accountability. The Act mandates that every practicing teacher must not only be registered but also maintain an active registration status through regular professional practice, renewal of licenses, and adherence to the national code of conduct. This ongoing regulatory engagement is designed to ensure that teachers remain committed to the ideals of professional growth, self-evaluation, and societal responsibility. However, many teachers, especially those in semi-urban and rural parts of Bayelsa, are unaware that TRCN certification is not a one-time requirement but an ongoing legal obligation. As Salawu and Salawudeen (2024) assert, the lack of structured sensitization campaigns and weak school-level enforcement mechanisms has contributed to complacency among teachers regarding the maintenance of their professional status. When teachers are not periodically reminded of their duties under the TRCN Act, it diminishes the culture of accountability and weakens the influence of the Council as a regulatory authority.

Strategic Provisions and Overlooked Implications of the Teachers Registration Council of Nigeria (TRCN) Act

One of the more systemic, yet rarely addressed, provisions of the TRCN Act is its empowerment to monitor and evaluate teacher performance across schools nationwide. This function is not merely administrative; it serves as the backbone of the TRCN's role in ensuring teaching quality, legal compliance, and professional development. The Act grants TRCN officers the right to visit schools, review teacher credentials, inspect lesson plans, and assess classroom delivery methods. However, many teachers and even school administrators in Bayelsa State are either unaware of this provision or do not perceive such visits as part of a broader national quality assurance strategy. Salawu and Salawudeen (2024) noted that this aspect of the TRCN's regulatory responsibility is frequently hindered by weak institutional cooperation and poor awareness among the teaching corps. In contexts where monitoring is seen as punitive rather than developmental, the failure to adequately sensitize teachers on the constructive purpose of TRCN evaluations creates resistance and reduces the potential for systemic improvement.

TRCN and the Enforcement of Ethical Standards in Teaching

One of the central aims of the TRCN Act is to uphold the ethical integrity of the teaching profession by codifying expected behaviours, outlining penalties for professional misconduct, and establishing a clear disciplinary framework for erring educators. The Council is legally mandated to ensure that all registered teachers adhere to a national code of ethics which governs their classroom conduct, relationship with teachers, collaboration with colleagues, and commitment to continuous professional development. These ethical provisions are critical in promoting a culture of accountability and moral responsibility within Nigeria's education system. However, as Salawu and Salawudeen (2024) observed, the enforcement of ethical standards has been inconsistent, primarily due to poor teacher awareness and inadequate implementation at the school level. Many teachers, particularly in Bayelsa State, continue to view ethics as a matter of personal discretion rather than a legal obligation, often because they have not been sensitized to the regulatory consequences of breaching the TRCN code.

Statement of the Problem

The effectiveness of any educational system is closely tied to the level to which its stakeholders particularly teachers are aware of and comply with relevant legal and policy frameworks. In Nigeria, education law, like Teachers Registration Council of Nigeria (TRCN) Act has not been fully enacted to guide the conduct, governance, and ethical practices within the education sector. This legal instruments serve as the backbone of educational accountability, ensuring professional standards, learner protection, and institutional integrity. Teachers, being the primary agents of curriculum delivery and student engagement, are expected to possess a

comprehensive understanding of the Teachers Registration Council of Nigeria Acts in order to uphold the statutory demands of their profession. However, it is uncertain whether teachers, especially those operating in secondary schools across Nigeria, particularly in Bayelsa State, possess the requisite awareness to effectively implement and comply with these regulations. Despite the existence of these legal provisions, a recurring concern within the educational sector is the apparent gap between policy formulation and its practical application. Hence the need for an evidence-based assessment of teachers' legal awareness becomes even more compelling given the lack of recent and region-specific empirical data. Without such an investigation, policymakers and education managers may continue to design interventions that fail to address the root of the problem of teachers' unfamiliarity with legal and regulatory frameworks. Hence the dire need for the study.

Research Questions

The following research questions were generated to guide the study.

1. What is the mean rating of the impact of the awareness level of male and female teachers in public secondary schools on the mandatory registration of all qualified teachers for the TRCN in Bayelsa State?
2. What is the mean rating of the impact of the awareness level of male and female teachers in public secondary schools on the enforcement of the TRCN ethical standards and professional conduct in Bayelsa State?
3. What is the mean rating of the impact of the awareness level of male and female teachers in public secondary schools on the sanctioning of unqualified teachers not registered with the TRCN in Bayelsa State?

Aim and Objectives of the Study

The main purpose of the study was the assessment level of public secondary school teachers' awareness on selected education laws in Bayelsa State. On the specific terms, the study was aimed at the determination of the following objectives:

1. To examine the difference between the mean rating of the impact of the awareness level of male and female teachers' in Public Secondary Schools on the mandatory registration of all qualified teachers for the TRCN in Bayelsa State.
2. To determine the difference between the mean rating of the impact of the awareness level of male and female teachers' in Public Secondary Schools on the enforcement of the TRCN ethical standards and professional conduct in Bayelsa State.
3. To ascertain the difference between the mean rating of the impact of the awareness level of male and female teachers' in Public Secondary Schools on the sanctioning of unqualified teachers not registered with the TRCN in Bayelsa State?

Methodology

The study made use of the analytic descriptive survey design. In this study, the demographic detail of interest was that of the gender of teachers, which was applied to compare their opinions on the subject matter under investigation. A significant reason for the application of this design is that it does not allow an investigator to manipulate and randomize the independent variable in the study. The target population of this study was made up of 3600 teachers of public secondary schools in Bayelsa State during the 2024/2025 academic session (Post Primary Education Board). A sample size of 432 teachers (representing 12%) of the total population was selected through a proportionate stratified random sampling technique from public secondary schools in Bayelsa State during the 2024/2025 academic session. The instrument used for the study was questionnaire items titled. Assessment of The Impact of the Awareness of the TRCN Act on Public Secondary Schools Teachers Job Performance in Bayelsa State, was constructed by the researcher of this study. The instrument has two basic segments A and B. The first segment A sought information on the demographic data of the respondents; alternatively, segment B sought information on the Assessment Level of Public Secondary School Teachers' Awareness of the TRCN Act.. All the items were measured on a four (4) point rating scale of: Very High Level (VHL) 4-Points; High Level (HL) 3-Points; Low Level (LL) 2-Points; and Very Low Level (VLL) 1-Point. The research instrument was validated by two experts from Educational Management Department and measurement and evaluation unit of the Department of Counselling and Educational Psychology in Faculty of Education in the Niger Delta University, Wilberforce Island of Bayelsa State. The research instrument was administered to thirty (30) teachers of public secondary schools in Delta State that were not part of the original population of the study. The instrument was administered to the teachers' once, and the scores obtained from the administration of the instrument were utilised to compute the internal consistency of the instrument's reliability coefficient values, in

which Cronbach's Alpha analysis strategy was applied. A reliability coefficient of .830 was obtained thereby establishing that the research instrument is reliable. The researcher with the aid of two (2) research assistants distributed and retrieved the questionnaire for ten (10) weeks. The data collected in this study were analyzed with both descriptive and inferential statistical tools. The descriptive statistical tool of simple percentage analysis was utilized to analyze the demographic data in the study. In addition, mean and standard deviation descriptive statistical tools were also applied to answer all the research questions.

Research Question 1: What is the mean rating of the impact of the awareness level of male and female teachers in public secondary schools on the mandatory registration of all qualified teachers for the TRCN in Bayelsa State?

Table 1: Summary of mean and standard deviation scores on the mean rating of male and female teachers in public secondary school on the mandatory registration of all qualified teachers for the TRCN in Bayelsa State.

S/NO	Mandatory Registration of all teachers for the TRCN	Male Mean SD	Female Mean SD	Total Mean SD	Decision
1	The level of teachers' awareness that their mandatory registration for the TRCN will boost their performance.	3.88 .89	3.02 .91	3.45 .90	High Level
2	The level of teachers' awareness that no license no teaching policy will help improve the teaching profession.	2.54 1.03	2.63 1.05	2.59 1.04	High Level
3	The level of teachers awareness of the enforcement of regular digital compliance of teachers registration with TRCN will help boost teachers performance	2.51 1.00	2.86 .94	2.69 .97	High Level
	Grand Mean	2.98 .97	2.84 .97	2.91 .97	High Level

Cut-off mean=2.50; Male=225; Female= 207 and Total=432

Table 1 shows male teachers mean rating of 3.88, 2.54 and 2.51 for items 1, 2, and 3 with a grand mean of 2.98 which is above the cut off mean of 2.50. This shows that the male teachers are of the opinion that the awareness level among teachers in public secondary schools on the mandatory registration of all qualified teachers for the TRCN in Bayelsa State will boost their performance to a high level. Also, the table shows female teachers' mean rating of 3.02, 2.63, and 2.86 for items 1, 2, and 3 with a grand mean of 2.84 which is above the cut off mean of 2.50. This indicates that female teachers also agreed that the awareness level of male and female teachers in public secondary schools on the mandatory registration of all qualified teachers for the TRCN in Bayelsa State will boost their performance. In total, a mean rating of 3.45, 2.59, and 2.69 for both male and female teachers was established for items 1, 2, and 3 with a grand mean of 2.91. With a total grand mean of 2.91 which is above the cut off mean of 2.50 the study established that both male and female teachers are of the opinion that the awareness level of male and female teachers in public secondary schools on the mandatory registration of all qualified teachers for the TRCN in Bayelsa State will surely boost teachers' job performance.

Research Question 2: What is the mean rating of the impact of the awareness level of male and female teachers in public secondary schools on the enforcement of the TRCN ethical standards and professional conduct in Bayelsa State?

Table 2: Summary of mean and standard deviation scores on the mean rating of male and female teachers in public secondary school on the TRCN ethical standards and professional conduct in Bayelsa State.

S/NO	The enforcement of the TRCN ethical standards and professional conduct	Male Mean SD		Female Mean SD		Total Mean SD		Decision
4	The level of teachers' awareness of their mandatory compliance the TRCN regulations will boost their performance.	3.03	.95	3.11	.94	3.07	.95	High Level
5	The level of teachers' awareness that conducting themselves dressing as professionals will improve the teaching profession.	2.95	.95	2.95	.95	2.95	0.95	High Level
6	The level of teachers awareness that professional integrity and competence will boost their performance	2.73	1.06	3.16	.84	2.95	0.95	High Level
	Grand Mean	2.91	.99	3.07	.91	2.99	.95	High Level

Cut-off mean=2.50; Male=225; Female=207 and Total=432

Table 2 shows male teachers mean rating of 3.03, 2.95 and 2.73 for items 4, 5, and 6 with a grand mean of 2.91 which is above the cut off mean of 2.50. This shows that male teachers are of the opinion that the awareness level of teachers' in public secondary schools on the enforcement of the TRCN ethical standards and professional conduct in Bayelsa State will improve their performance to a high level. Also, the table shows female teachers' mean rating of 3.11, 2.95, and 3.16 for items 4, 5, and 6 with a grand mean of 3.07 which is above the cut off mean of 2.50. This indicates that female teachers also agreed that the awareness level of teachers in public secondary schools on the enforcement of the TRCN ethical standards and professional conduct will improve teachers' job performance to a high level in Bayelsa State. In total, a mean rating of 3.07, 2.95, and 2.95 for both male and female teachers was established for items 4, 5, and 6 with a grand mean of 2.99. With a total grand mean of 2.99 which is above the cut off mean of 2.50 the study established that both male and female teachers are of the opinion that the awareness level of male and female teachers in public secondary schools on the enforcement of the TRCN ethical standards and professional conduct in Bayelsa State will surely enhance teachers' job performance to a high level.

Research Question 3: What is the mean rating of the impact of the awareness level of male and female teachers in public secondary schools on the sanctioning of unqualified teachers not registered with the TRCN in Bayelsa State?

Table 3: Summary of mean and standard deviation scores on the mean rating of male and female teachers in public secondary school on the sanctioning of unqualified teachers not registered with the TRCN in Bayelsa State.

S/NO	The sanctioning of unqualified teachers not registered with the TRCN	Male Mean SD		Female Mean SD		Total Mean SD		Decision
7	The level of teachers' awareness that unqualified teachers not dully registered with the TRCN will face legal prosecution, fined and removed from classrooms will lead to high professional conduct and increased performance.	3.11	.94	2.86	.92	2.99	.93	High Level
8	The level of teachers' awareness that school who hire unqualified teachers not registered with the	2.85	.91	2.94	.95	2.75	0.93	High Level

	TRCN will lose their accreditation will increase teachers' performance.								
9	The level of teachers awareness that unregistered teachers with TRCN will be blacklisted and barred from any form of recruitment in school will eliminate quacks and increase teachers performance	2.73	1.06	2.88	1.12	2.81	1.10	High Level	
	Grand Mean	2.90	.97	2.89	1.00	2.85	.99	High Level	

Cut-off mean=2.50; Male=225; Female= 207 and Total=432

Table 3 shows male teachers mean rating of 3.11, 2.85 and 2.73 for items 7, 8, and 9 with a grand mean of 2.90 which is above the cut off mean of 2.50. This shows that male teachers are of the opinion that the awareness level of teachers on the sanctioning of unqualified teachers not registered with the TRCN in Bayelsa State will improve their performance to a high level. Also, the table shows female teachers' mean rating of 2.86, 2.94, and 2.88 for items 7, 8, and 9 with a grand mean of 2.89 which is above the cut off mean of 2.50. This indicates that female teachers also agreed that the sanctioning of unqualified teachers not registered with the TRCN will lead improved teachers' job performance in Bayelsa State to a high level. In total, a mean rating of 2.99, 2.75, and 2.81 for both male and female teachers was established for items 7, 8, and 9 with a grand mean of 2.85. With a total grand mean of 2.85 which is above the cut off mean of 2.50 the study established that both male and female teachers are of the opinion that the sanctioning of unqualified teachers not registered with the TRCN in Bayelsa State will improve the performance of teachers to a high level.

Discussion

The study revealed that teachers' awareness level of the Teachers Registration Council of Nigeria Act plays a very pivotal role in their job performance. **Table 1** shows that both male and female teachers are of the opinion that the awareness level of teachers in public secondary schools on the mandatory registration of all qualified teachers for the TRCN in Bayelsa State will surely boost teachers' job performance to a high level with a grand mean of 2.98 (male) and 2.84 (female). Also total a grand of 2.91 was established for both males and female teachers. This established the fact that both male and female teachers are of the opinion that the awareness level of teachers in public secondary schools on the mandatory registration of all qualified teachers for the TRCN in Bayelsa State will surely boost teachers' job performance to a high level. **Table 2** reveals that both male and female teachers agreed that that the awareness level of male and female teachers in public secondary schools on the enforcement of the TRCN ethical standards and professional conduct in Bayelsa State will surely enhance teachers' job performance to a high level with a grand mean of 2.91 (male) and 3.07 (female). Also total a grand of 2.99 was established for both males and female teachers. This established the fact that both male and female teachers are of the opinion that the awareness level of teachers in public secondary schools on the enforcement of the TRCN ethical standards and professional conduct in Bayelsa State will surely enhance teachers' job performance to a high level. **Table 3** indicated that both male and female teachers agreed that the sanctioning of unqualified teachers not registered with the TRCN in Bayelsa State will improve the performance of teachers to a high level with a grand mean of 2.90 (male) and 2.89 (female). Also total a grand of 2.85 was established for both males and female teachers. This established the fact that both male and female teachers are of the opinion that the sanctioning of unqualified teachers not registered with the TRCN in Bayelsa State will improve the performance of teachers to a high level.

Conclusion

The study was able to establish the fact that public secondary schools teachers in Bayelsa State awareness on the importance of the Teachers Registration Council of Nigeria Act and adhering the provisions of the act will surely enhance their job performance.

Recommendations

The following recommendations were made based on the findings of the study:

- 1) Educational stake holders, policy makers and administrators should ensure that it is mandatory for all qualified teachers in Bayelsa State to be fully registered with the Teachers Registration Council of Nigeria so as to ensure professionalism and improved job performance.
- 2) Educational stake holders, policy makers and administrators should ensure the full enforcement of the Teachers Registration Council of Nigeria ethical and professional conduct in public secondary schools in Bayelsa State so as to ensure professionalism and improved job performance.
- 3) Educational stake holders, policy makers and administrators should ensure the sanctioning of unqualified teachers not registered with the TRCN in Bayelsa State so as to ensure professionalism and improved job performance.

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