

## THE STATUTORY REGISTRATION REQUIREMENT FOR TEACHERS IN NIGERIAN EDUCATIONAL SECTOR

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**Abstract:** *The Nigerian educational sector in recent times has been a major victims of the country's economic down turn and neglect despite its commendable contribution to development of human resources, growth and development at large in Nigeria. Further, there have been many allegations of unprofessional ethics prevailing in the profession especially at the secondary school and tertiary institutions levels. This allegation has continued to affect the perception and image of teaching as a profession as a credible profession worthy of emulations. Consequently, in an attempt to redeem the image of the profession and the problems confronting it different efforts and strategies were put in by different stakeholders. One remarkable fruit of this efforts was the enactment of the Teachers Registration Council of Nigeria (TRCN Decree NO. 31 of 1993, now TRCN Act CAP T3 of 2004). This is a major boost towards the regulation, control and professionalization of teaching in Nigeria. By the virtue of this enactment, teaching now enjoy a professional status like law, medicine, accountancy etcetera. Consequently, every teacher or prospective teacher is mandated to be registered by TRCN subject to fulfilling certain statutory requirements. This article examines some of the benefits and challenges consequential to the registration requirement. The article study concludes with recommendations which could further strengthen the foundation and viability of teaching profession in Nigeria.*

**Keywords:** *Education, Law, Profession, Registration, Teacher*

### Introduction

Generally, it is accepted that teaching is one of the noble profession and therefore from the era of colonialism to the early 70s in Nigeria the profession enjoyed a vantage position of pride and enviable recognition. However, a large percentage of teachers, instructors, lecturers or faculty within the Nigerian educational sector do not possess the appropriate academic teaching qualification (that is, the National Certificate in Education, NCE). With the emergence and takeoff of the Teachers Registration Council of Nigeria in 2000 (TRCN, 2010), the clamor for compulsory registration of teachers in a similar fashion to other professions have continued to gain traction and noticeable effects. Thus this clamor is simply encapsulated in the argument that professionalizing the teaching profession in Nigeria will advance teaching and learning and eventually the development of Nigeria as a whole. This position is further underscored by many policy pushes and papers, especially the 2013 National Policy on Education (NPE) and the whole embodiment of TRCN as contained in its enabling decree, Decree 31 of 1993 (now Act CAP T3 of 2004).. The Act in section 1(1) charged the Council with some specific responsibilities, some of which are listed as follow:

- i. Determining who are teachers for the purpose of this Act.

- ii. Determining what standards of knowledge and skills are to be attained by persons seeking to become registered as teachers under this Act and raising those standards from time to time as circumstances may permit.
- iii. Securing in accordance with the provisions of this Act the establishment and maintenance of a register of teachers and the publication from time to time of the lists of those persons.
- iv. Regulating and controlling the teaching profession in all its aspects and ramifications.

Moreover, this article examines the agitations and various strategies to actualize the full professionalization of teaching profession in Nigeria through the efforts of the Federal Government, Teachers organization, and TRCN in general. A further attempt shall be made to explore the challenges hitherto encountered and those still being encountered by the teaching profession in Nigeria. Consequently, the article concludes with recommendations for implementation of professionalization of teaching in Nigeria as envisaged in the TRCN and global best practice. These changes in the education system pose enormous challenges for assessment practices. It requires academics to be aware of how Outcomes-Based Assessment (OBA) influences their practice and the implied demands it has on them. According to Mahlangu (2004) it is important for academics to consider and manage their assessment by thinking about and responding to, why assess, before they implement any assessment strategy.

The main purpose of this article is to examine the ongoing paradigm shift in the perception of the status of teachers and education in Nigeria which is underscored by the compulsory requirement for registration as a teacher by anyone involved in the delivery and training of individuals across different levels of educational spectrum in Nigeria. This is particularly important bearing in mind the struggle to give teaching the professional status and recognition it deserved like law, accountancy and medicine. It is often argued that if the purpose of a thing is not known then its abuse is imminent. In the light of this, the article shall equally examine the role of the Teachers Registration Council of Nigeria (TRCN) and how it is empowered to drive the shift in education in Nigeria and equally better the lots of teachers and the Nigerian economy. In addition, it is proposed that this article might contribute to reforms, policy formulation and implementation in the educational sector in Nigeria.

### **Evolution of national policy on education**

The Nigerian educational policy has a chequered history, having passed through the imposed colonial system and the different phases of the post-independence eras. Before the advent of the British colonist and their government, a large portion of the northern and western parts of the present Nigeria was made up of empires, kingdoms and some chiefdoms, while in the central parts and south eastern parts there were small chiefdoms with some semi-autonomous communities (Dike, 1980). The first nationwide policy on education was formulated in 1977, seventeen years after independence from the British colonialist although there had been clamor, reservations and resentment to a little extent to the educational practice during the country's colonial experience (Adiele). Some of the critical areas attacked borders on the relevance of the adopted British style and substance of education to the Nigerian environment, the colonialist method of education was also

criticized for overly tilted towards academic subjects apart from the fact that it gave limited educational opportunity to a very few members of the country. In addition, the British system of education was also faulted on the ground that it failed to take into cognizance the diverse cultural and environmental differences between Nigeria and Britain rather the British grammar school system of education was trans-imposed on Nigeria (Nwangwu, 2003). Consequently, in 1969 a National Conference on Curriculum Development was held in Nigeria. The conference was mandated to map out and develop a philosophy for Nigerian education. One of the major results of the conference was the inauguration of a National Policy on Education in 1977 to cater for the whole nation. In early 1980s a new system of education tagged 6-3-3-4 in replacement of the 6-5-4 system was adopted in Nigeria as part of the policy responses to deal with some of the shortcomings and perceived inadequacies of the inherited British system of education. Basically, this system was aimed at building technical capacities in students and increased the quality of education, which would in return should launch the country into the club of technological advanced and industrialized countries. It was argued that the new system is functional and practical in approach and results, that is, it places more emphasis on how the curriculum could enhance practical demonstration of skills and knowledge rather than overly accumulation of theoretical knowledge (Oyelola, 2015).

After the original policy was unveiled was published in 1997, there has been several editions published in 1981 and 1998 respectively in keeping with the changing circumstances of the nation (Aluede, 2006). This 4th edition was in 1998. This brought many remarkable changes and the effects are still being felt in the sector. Some of the changes are as follows:

- (a) The lifting of the suspension order on Open and Distance Learning Programme by Government,
- (b) revitalization and expansion of the National Mathematical Centre (NMC);
- (c) establishment of Teachers Registration Council (TRC);
- (d) introduction of information and Communication Technology (ICT) into the school curriculum as a second official language;
- (e) prescription of French Language in the primary and secondary schools, curriculum as second official language;

From the original policy published in 1997, the philosophy of Nigerian education is now contained in the National Policy on Education, which is the main policy document for the educational sector. As contained in this policy document, the Nigeria's philosophy of education contain five pillars as follows:

1. A free and democratic society;
2. A just and egalitarian society;
3. A united, strong and self-reliant nation;
4. A great and dynamic economy;
5. A land full of bright opportunities for all citizens. (National Policy on Education, 2014).

As earlier mentioned, the history of the National Policy on Education in Nigeria has been remarkable. There have been changes in both the national system and curriculum of education as well as directed policy towards making teaching a vibrant profession in Nigeria. In furtherance of the country's policy on education attempts have been made to project the teaching profession on its deserved platform, that is to officially define it as a professional career deserving all the backings and accolades of any professional career like

medicine and law. So the enactment of the Teachers Registration Council of Nigeria (TRCN Decree N0. 31 of 1993, now TRCN Act CAP T3 of 2004) is a major boost towards the regulation, control, recognition and clothing with dignified apparels the teachers and the teaching profession in Nigeria. Registration of teachers based on specific provisions appears to be the primary responsibilities of TRCN and this is not light responsibility because it offers a genuine and realistic way of separating charlatans, adventurists and misfits from the profession. However, this is not the only function that underscores the importance of teachers' registration towards molding the profession to restore its glory and vibrant place of honor in the Nigerian society.

Apart from inbuilt capacity of the philosophy of the National Policy on Education to aid the development of Nigeria as a whole, it also appears to be a good panacea for many of the problems bedeviling the Nigerian educational sector. Yet politics and frequent changes in government tend to negatively affect the implementation of the policy. According to Professor Ajayi, former Provost of Federal College of Education (FCE) Osiele, "Within the eight years (1991-1999) that I served as Provost, the nation passed through five different regimes (Babangida till 1993, Shonekan for less than four months in 1993, Abacha 1993-1998, Abubakar 1998-1999, Obasanjo 1999-2007). Within this period I had to operate under eight Ministers of Education. The same thing happened at the state level. Each of the Presidents, Ministers, Governors and Commissioners had their own different conceptions and policies on education that they tried to implement during their tenure. With such instability in the system of governance, coupled with constant changes in "Ministers of" "Ministers for" and "commissioners for," one should not be surprised at the level of the crises the nation's education system has witnessed over the years and the inconsistency and often contradictory nature of the educational policies and practices. Its one step forward and two steps backward."

In summary, I will like to opine that while the pre independence educational policy formulation in Nigeria was not tailored along the real needs of Nigerian nor contextualized, current developments by stakeholders are poised to enhance the value of education in Nigeria. Further to enhance its goals and philosophy as contained in the National Policy on Education, the involvement and commitment of the Nigerian government need to be increased and sustained, especially by both recognizing and promotion of the need professionalization of teaching.

### **Professionalism and Teaching in Nigeria**

It is no longer in doubt that teachers occupied an important position in transforming teaching-learning process for quality education. Further, the quality education given in any society has a direct consequence on the quality of its teacher. (Oke and others, 2017) This position is shared by the Federal Republic of Nigeria which have constantly affirmed that no nation can rise above the quality of her teachers. In essence, the role of teachers towards a sustainable national development cannot be over emphasized. Rather, every effort and all hands need to be on deck to promote best-practice. The major best best-practice is recognition of teaching as a profession worthy of legal and proper certification with a seal of professional status. Professionalism and how it is to be acquired should be a focus of every teacher education program. Despite the significant role professionalism plays there is a lack of a universally accepted definition of professionalism in teacher education

programs (Creasy, 2015). Consequently, in this article, the concept of professionalism is defined from the point of different perspectives and then how these definitions are associated to teaching profession is examined. The concept of professionalism in teaching is commonly discussed on sociological, educational and ideological bases in the literature. The desire to attain and develop specific basic standards and benchmarking criteria for all professions has increased in today's competitive work conditions. Why? The answer is not farfetched, standards create a professional environment of "best practice" procedures enabling organizations to confidently adopt or create systems, policies and procedures apart from giving assurance of high operational quality (Krishnaveni ve Anitha, 2007).

In addition, while it is not in doubt that before independence and advent of revenues derivable from oil in Nigeria teaching was placed at a high level of recognition in the society. Yet as a result of the downturn and neglect the profession has suffered in Nigeria, so from the outset it is important to locate conceptions of teacher professionalism in relation to changing historical, political and social contexts because multiple meanings have changed and developed over time and in contestation between rival stakeholder groups and their interests (Hilferty, 2008). The concept of professionalism is often used in different senses and could be difficult to define. For example, in daily language, it is generally used to mean an activity for which one is paid as opposed to doing voluntarily. The term is also used to classify the status of occupation groups in terms of respectability (Kennedy, 2007). In commercial circle, professionalism is generally synonymous with "success" or refers to the expected behaviors of individuals in specific occupations (Tichenor ve Tichenor, 2005). The terms "profession" and "professor" have their etymological roots in the Latin for profess. To be a professional or a professor was to profess to be an expert in some skill or field of knowledge (Baggini, 2005). Attempt at the professionalization of teaching in Nigeria could be traced back to the period 1920-1930 with the emergence of the Nigerian Union of Teachers (NUT). During that time, the NUT had succeeded in reviewing an education code in 1926 making it possible for Standard V or VI teacher to go for training and be awarded a first class certificate upon passes and obtaining three good examinations annual report, Fafunwa (2002). This gains or momentum was not sustained before education started facing more challenges in Nigeria.

Therefore, professional teachers can be defined as any person that had acquired Professional knowledge in teaching and be able to use them during the Teaching-Learning processes: A Professional teacher is the only tool that can enhance successful implementation of the educational system. (Fareo, 2002). The feature of the teacher in the areas of knowledge of the subject matter, professional development and their pedagogical approach make is a strong and fundamental hallmark for building good and conscientious citizens. The Teachers' Registration Council of Nigeria (2004) defined teaching as the systematic rational and organised process of transforming the acquired knowledge attitude and skills in accordance to the professional principles and practice. The definition therefore indicates that teachers play significant role in guiding and organising the Teaching Learning process to the achievement of goals and objectives. Teachers are described as people that are directly engaged in guiding, facilitating, instructing the group of learners which turn them to somebody that has a significant change in behavior. The experiences gained from the teaching learning processes enhance effective change in behavior. According to Olorundare (2012) a teacher is any person that had undergone approved

professional training in education to the level of capable of imparting Knowledge, Skills, Attitude, and Ability to the Learners which aid their behavioral change.

For the purpose of this article, professional teachers can be defined as any person that had acquired formal professional knowledge in teaching and be able to use them during the Teaching-Learning processes. Thus a professional teacher is the major ideal requirement tool that can enhance effectively and productively implement the national policy and of the educational system. (Fareo,2002). In addition, for every profession there are basic characteristics or features that are openly discoverable from them. The teaching profession is not an exception, so there are some features peculiar to it which also defines and rubs off on their constituent community or state. According to Nwachukwu (2004), “no teacher, no nation”. This means the quality of the teachers will determine the quality of the country in many respects. Amongst others a few characteristics of a professional teacher shall be examined shortly below:

**Personal Traits-** Personality traits reflect people's characteristic patterns of thoughts, feelings, and behaviors. Such traits include: sympathy and kindness, fairness and impartial, resourcefulness, patience, good manner, emotional stability, honesty, sense of humor, self control, creativeness, resourcefulness, interpersonal relationship, with the communities and students, model role and community advisers. Personality traits imply consistency and stability—someone who scores high on a specific trait like extraversion is expected to be sociable in different situations and over time. Teachers are expected to have these traits on an individual basis which can only be adequately acquired through a system of specialized education. This position influenced Fareo (2002), who described teaching profession as an occupation or vocation that requires specialised skills, and knowledge through special training with high level of education, foundation and abilities. In short, teaching involves skills necessary to transmit and impact knowledge on members of the society which invariably impact on development. Therefore, teaching actively involves measures and process that effect both changes in individuals and the society. Moreover, for individuals to be good teacher of any particular field or subject area, he or she is expected to possess the following attributes or characteristics knowledge of subject matter, good planner, good classroom manager, accord interpersonal relationship with the students, the parents and community at large, humbleness, commitment, teaching qualifications, good role models to the coming generation.

**Acquisition of specific area of qualification-** Every professional is a specialist of one for or the other qualification. The same is expected of a teacher and such qualification should be acquired from some accredited institutions. At the moment, the recognised teaching qualification includes: Nigeria Certificate of Education, Diploma in Education, Bachelor in Education (Science or Arts) Master in Education and Doctor of Philosophy in Education. Anything short of the qualification in this list will technically not satisfy the requirement for anyone to qualify as a teaching professional. Further, this is not fully reflected in practice yet in Nigeria.

**Membership of professional association –** Every profession has an umbrella group which members of such profession are mandated to belong to or register with. For instance, every practicing lawyer in Nigeria is mandated to register with the Nigerian Bar Association and failure to register and pay all the required dues could limit the right of the defaulting lawyer from engaging in their profession. So every qualified teacher is expected to belong some of the associations formed to protect interests of teachers at different levels of teaching like

in the primary and secondary schools, and the higher institutions. Some of those associations include: the Nigerian Union of Teachers, Teachers Registration Council, ASUU, National Association of Educational Planning and Administration.

**Long Duration of Academic and Practical Training** – Effective acquisition of relevant professional competence varies across different profession, but the least is three years. With regards to teaching, acquisition of sufficient teaching skills will take at least 5 years for both the practical and theoretical components.

**Availability of Ethical Code of Conduct** All the professions have their ethical code of conduct which guided their operations. Teachers have their dos and don'ts, rules and regulations guiding their existence and activities. The availability of code of conduct however, makes the teaching to be profession.

**Regulatory Body** – Most professions in modern times have regulatory bodies that monitors the conduct of these professions, similarly, teaching has a major regulatory body called the Teachers Registration Council of Nigeria (TRCN) which regulates the conduct of teachers' operation. There are other regulatory bodies like Nigeria Union of Teachers (NUT), Academic Staff Union of University (ASUU). These are more like pressure groups that stand and promote the interests of their members. The bodies enable the teachers to speak together in one voice and regulate the conduct of each member and encourage high ethical and moral values that guide the behaviours of all the concern members.

**Benefits of Compulsory Registration of Teachers in Nigeria**

The campaign and execution of the TRCN's requirements for teachers' registration is one quintessential element in constructing an enviable teaching profession which is appropriate for the needs of the Nigerian's pupils or students and economy of Nigeria. TRCN provide "a clear professional voice, independent of Government, but working to raise standards. With the mandate and focus of TRCN concerning teacher education and continuous professional training it would be possible to envisage a profession that is poised and repositioned to taking ownership of the standards of teacher education and training.

That ownership would translate alongside TRCN's other role to benefits which include maintenance of the Register of Teachers (and thus the integrity of standards of conduct), to speak out on the necessary needs and supply of teachers, and to provide a professional umbrella which connects with the legitimate concerns of parents and society.

In essence, the role of teachers towards a sustainable national development cannot be over emphasized. Rather, every effort and all hands need to be on deck to promote best-practice which is a continuous process. This process is now being manifested through the operation or execution of the mandate of TRCN. One of TRCN's principal focus is the compulsory registration of teachers in Nigeria. This registration process has started yielding good benefits or fruits and some of this benefits shall be examined below. In addition, the registration requirement for the teachers is a major change in the management of education in Nigeria and it is not unusual that it will face some challenges or operational hindrances which are surmountable in the long run. These challenges are neither new nor beyond the ability of the stakeholders to deal with; they are part of the problems that have bedeviled the Nigerian educational sector since the last two decades. Thus some of the challenges would also be highlighted in this chapter, while possible solutions would be recommended in chapter five.

## **Benefits of Compulsory Registration of Teachers in Nigeria**

One of the fundamental benefit of the compulsory registration of teachers in Nigeria through TRCN is that the registration process would continually serve as a gathering tool and eventually a very reliable source of data on those who are involved with learning and development across the whole spectrum of education in Nigeria. TRCN has since began a programme to get authentic, reliable and accurate data of teachers for the development of 'Teachers Information System (TIS). This is a commendable development and its importance can never be overemphasized. Secondly, compulsory registration offers Nigerian teachers a quick an easy opportunity to get their qualification authenticated, especially for those who intends to work or are in abroad. This is a good development because before you are registered by TRCN, all the checks and pre-registration requirements would have been done. Thus any clearance given by TRCN. This makes it easy to obtain a letter of professional standing just from TRCN rather seeking for a testimonial or letter of reference from different schools or institutions attended by the applicants. Thirdly, in most western countries, like the United Kingdom, Germany, United States and Sweden, it is compulsory to have either a basic or comprehensive criminal disclosure check done and a certificate issued to any one going into certain professions like medicine, police, social welfare and teaching profession, in fact a renewal of this certificate is to be undertaken after the expiry of such certificate and if this is not done such a person would be prevented from working in the sector where same is required. This is to offer protection for children, pupils and every vulnerable person from other people in position of authority or care who could abuse or treat them in ways contrary to law. Thus, compulsory registration for teachers will offer this basic service and protection for the class of vulnerable people in education. Additionally, this will offer some level of assurance to parents or guardians of pupils and students that at least the identity and background check of those in charge of their ward is known to the regulatory authority in charge of teachers. So this provide an alternative or viable way to prevent or limit entry into the profession by anyone with questionable character or simply who is unfit.

Furthermore, aside from the aforementioned benefits of compulsory registration of teachers to the educational sector of Nigeria are other benefits that could be grouped together as 'rights and privileges of registered teachers' in Nigeria. Thus by the virtue of the autonomy and self-governing status of TRCN, it has been prompted to confer on registered teachers the following benefits or:

Legal status as teachers - Freedom to add certain designations before or after their names as may be determined by TRCN for the identification of registered teachers in Nigeria, such as MTRCN (Member TRCN), FTRCN (fellow TRCN), etc.

Freedom to impart their professional skills, knowledge and values within the education system subject to regulation by TRCN.

iii. Participation in all TRCN activities, that is open to member.

v. Professional salary scales, allowing and other benefits that may be secured by profession, TRCN for registered teachers.

## **Emerging Challenges of Teaching Profession in Nigeria**

Generally, teachers' preparation programs often emphasize three vital elements in their programs. Those elements are preparing aspiring educators to possess and demonstrate the knowledge, skills and dispositions needed to be an effective instructor. Content knowledge is certainly necessary to provide learners with accurate information to be learned and later applied in life situations. Skills, in this listing, refer to the pedagogy of teaching. Teaching profession had been confronted with various challenges; the challenges made the recognition of teaching as a profession a controversy by the members of the society, to the extent that some members of teachers' in training want to make teaching profession as a stepping stone to their different areas of interest. The situation is therefore, attributed to the emerging challenges confronting the operation of teaching as a profession. Other challenges are discussed as follows;

The first is poor teachers' salary Structure and other Remunerations. The teacher salaries are too poor and they are poorly remunerated in some cases, teachers' salaries had been misappropriated, embezzled or used to award contract by the disheartening politicians (Abdul kareem (1997). Some of the salaries are not coming and in many States Teachers salary is not paid promptly. The situations however, affect the teachers' moral, productivity and relegate the teachers' effectiveness to the lowest level.

The second is the deteriorating condition of resources allocation for enhance Teaching-Learning process. Many schools are established without instructional facilities like: Textbooks, Writing materials, Furniture, Chalks etc. the teachers are working under poor school environment, the school environment are not conducive for effective Teaching Learning process. Many classrooms exist without furniture, window and Doors, many are dilapidated buildings. The situation cannot guarantee the quality education and produce quality product (Oke, 2011). The situation makes the profession to be disrespected among other professions, Gross abuse of Teachers' Ethical Code of Conduct, Teacher Registration Council (TRCN) (2004) outlined the ethical code of conduct that are strictly mandating all teachers in the profession, such as teachers' commitment, honesty, Political engagement, morally and ethically sound etc. However, among teachers today there are series of sexual misconduct, defamation of teachers, high rate of examination misconduct, disloyalty to the profession, embezzlement of school funds, falsification of school records, misappropriation of instructional resources provided for the schools. However, the above ethical and code of conduct lower the integrity of the teaching profession (Ozano 2013).

The third is the differential categorization of teachers. The teachers are categorized into different sub groups, such as Primary School Teachers, Secondary School Teachers, private School Teachers, colleges of Education Lecturers, polytechnic Lectures, and University Lecturers; Even at the polytechnics some lecturers are categorized into Instructors and Technologist. The problem emanated from differential categorization made teachers to see themselves differently and difficult to speak with one voice and fight common sense. 3.4 Discriminative Political Interference. Akindutire (2001) reiterates discriminative political interference in the professionalism of public service in Nigeria: that in Nigeria, there are different national commission such as National Population Commissions, Independent National Electoral Commission (INEC), National Petroleum Commission (NPC), and National Teachers' Institution (NTI), University basic Education Commission (UBEC), National University Commission (NUC), National Education

Research and Development Commission (NERDC). It should be noted that the appointment of these commissions have political influence, it is disheartening to note that out of these commission only national universal Basic Education Commission that has sub divisions like state Universal Basic Education, Universal Basic Education Board and local Government Education Universal Basic Education Board. While all other staff of other commissions are paid directly from the Federal Government the National University Basic Education are to be awaiting the State and Local Government contribution to meet up with the teacher's salaries, this is unfair and injustice (Ogundele, 2015).

The fourth is the low degree of autonomy accorded to teaching profession The profession is opened to anybody that has gone to schools, it was observed that the stake holder in the teaching profession did not check the entrance of non-qualified people in teaching; many unqualified people are still found in the teaching profession. Rakum (2010) observed that in the teaching profession there are HND, B.sc, M.A, Msc, Ph.D. without educational background. The author noted that the external influence from the government and influential figure in the country rendered autonomy of teaching profession questionable. The porosity in the entry into the teaching profession constitute high problem, there is absolute and relative size in teaching profession population. The large percentages of Nigerian work force are teachers. The high population however, made the teaching policy implementation controllable. The high population do affect the teacher's involvement in the decision making process because the decision makers find it difficult to know which category of the teachers to be involved in the decision making process. The population also gulp highest percentage of the yearly budgeting allocation which is not governmental interest.

3.6 Teachers are Fragmented into Different Associations Teachers in the profession have different association like: Nigerian Union of Teacher (NUT). All Nigeria Conference of Principal of Secondary Schools (ANCOPSS) Vice Chancellors Association of Nigeria University, Science Teachers Association etc. the fragmentation also affects one voice into a situation and it affects togetherness in the profession

### **Conclusion, summary and recommendations**

The reality on ground is that teaching is now recognized in Nigeria as a profession with accredited professional status backed with appropriate status. This reality is a settled standard which is underscored by the consensus amongst educational researchers such as Tuinamuana (2011), Ingvarson (2010) and Hattie (2011) that teaching standards are here to stay. The global education community strives to improve outcomes for students and look to favorable results to vindicate their efforts. To this extent to harness the gains of professionalism and equally sustain the benefits of registration requirements for the teaching profession in Nigeria, if the under listed recommendations could be actively taken on board, then products of the Nigerian educational sector will have a good cutting edge advantage to compete successfully on the global scene and thereby contribute optimally to developments in Nigeria.

#### *Recommendations:*

- i. Periodic Publication of TRCN activities and annual reports accessible to the public.
- ii. Establishment of National Teachers' Salary Commission

Promoting Good School Resources Maintenance Culture Adequate maintenance culture should be put in place to improve the Educational facilities status to its originality.

Establishment of quality assurance monitoring body for the teaching profession

Reduction in the Level of Political Interference Political interference which leads to the relegation of teachers' integrity should be avoided.

Structural Approach and Periodic Review of Teacher Education Programme.

Periodic monitoring and enforcements of compliance with the TRCN requirements by stakeholders in the education sector.

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