

# TEACHING PROFESSION IN NIGERIA: ISSUES, CHALLENGES AND THE WAYFORWARD

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Article History	Abstract
<b>Original Research Article</b>	<p><i>This paper is designed to examine the issues and challenges of teaching profession in Nigeria. The paper Defines teaching, Outline the Characteristics of Teaching, define a profession, enumerates the characteristics of a profession, states UNESCO/ILO positions on the status of teachers, examine the Teachers Registration Council of Nigeria roles in the development of teaching profession in Nigeria, assess the Provisions of National Policy on Education for Professionalisation of Teaching. The paper also examines the Professional Status of Teaching in Nigeria and identifies factors militating against the teaching profession in Nigeria. The teaching profession in Nigeria is currently at a crossroads between systemic collapse and potential rebirth. While the challenges of funding, infrastructure, and social status are daunting, they are not insurmountable. By prioritizing teacher welfare, enforcing strict professional standards, and ensuring consistent policy implementation, Nigeria can transform its education sector. A motivated, well-trained, and highly respected teaching force is the only vehicle through which Nigeria can achieve sustainable national development and compete in the global knowledge economy. The "way forward" is not merely a matter of educational policy, but a matter of national survival. To address these challenges, a multi-faceted approach involving the government, private sector, and professional bodies is required: Enhanced Salary and Incentive Packages and Infrastructure Overhaul.</i></p> <p><b>Keywords:</b> Issues, Challenges, Teaching, Profession and Teaching, Profession.</p>
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## Introduction

Developed nations consistently attribute their success across various sectors to the calibre of their education and the teaching profession. This is due to the fact that all other professions, such as medicine, law, and engineering, stem from the teaching profession. Furthermore, the World Bank Group (2025) recognizes education as the essential foundation for quality employment and the most reliable pathway out of poverty. Investments in high-quality early childhood development, focusing on basic numeracy, literacy, and socio-emotional skills, offer the best possible beginning in life. In Nigeria, the situation is quite the opposite, as teaching is not given its rightful status and is often perceived merely as an activity, occupation, or vocation for those who are academically unsuccessful. Some individuals even describe teachers as individuals with

limited career options, who have no choice but to enter the teaching profession (Akinduyo, 2014).

Notwithstanding the aforementioned claim, it is evident that the teaching profession in Nigeria, similar to other regions, is intended to serve as the foundational cornerstone for the nation's human capital development. The historical trajectory of teacher education can be traced back to the colonial period, during which the primary aim was to train catechists and interpreters for missionary endeavours (Fafunwa, 1974).

Over the years, this has transformed into a structured framework governed by the National Policy on Education, which clearly articulates that "no education system can rise above the quality of its teachers" (Federal Republic of Nigeria, 2013). Currently, the teaching profession in

Nigeria is navigating a multifaceted environment characterized by historical development, systemic underfunding, and an ongoing quest for professional acknowledgment. The formal foundation of teacher education in Nigeria was established by Christian missionaries in the mid-19th century, marked by the creation of the Training Institution at Abeokuta in 1859 (Fafunwa, 1974 & Lawson, 2022).

Since that time, the system has experienced considerable expansion; however, it continues to be afflicted by what scholars refer to as a "crisis of quality." At present, the profession is regulated by the Teachers Registration Council of Nigeria (TRCN), which was established under Act 31 of 1993. This council is responsible for setting the standards of knowledge and skills required for individuals aspiring to register as teachers. The National Policy on Education (NPE) explicitly asserts that "no education system can rise above the quality of its teachers," yet the realization of this principle is frequently compromised by inadequate infrastructure, insufficient pedagogical training, and the low societal esteem granted to educators.

It is against this background that this paper is designed to examine the issues and challenges of teaching profession in Nigeria. Specifically, the paper is designed to:

1. Define teaching
2. Outline the Characteristics of Teaching
3. define a Profession
4. enumerate the Characteristics of a Profession
5. states UNESCO/ILO Positions on Status of the Teachers
6. determine the Teachers Registration Council of Nigeria roles in the development of Teaching profession in Nigeria
7. assess the Provisions of National Policy on Education for Professionalisation of Teaching
8. examine the Professional Status of Teaching in Nigeria
9. identify Factors that are militating against teaching profession in Nigeria

### **Concept and Characteristics of Teaching**

Various educators possess diverse perspectives on the notion of teaching (Isola, 2019). John Brubacher (1939) referred to teaching as "the arrangement and manipulation of a situation in which there are gaps or obstructions that an individual will strive to overcome, thereby learning in the process." According to the Teachers' Registration Council of Nigeria (2004), teaching is a systematic, rational, and organized activity that seeks to change acquired information, attitudes, and abilities in line with professional standards and practices. This idea highlights how crucial it is for educators to guide and structure the teaching-learning process in order to achieve specific goals and objectives.

Furthermore, Rakum (2007) described teaching as an active, systematic process that directs learners in acquiring essential information, knowledge, and skills that foster desirable positive behavioural changes. Teaching can also be viewed as a form of problem-solving and decision-making, sharing many characteristics with the work of physicians (Calderhead, 1995 as cited by Ishola, 2019). Frankena (1965) defined teaching as "the conscious and deliberate efforts by a mature and experienced individual to assist an immature or less experienced person, with the intention that the latter will learn or come to believe that he is taught on sound grounds." In conclusion, the International Encyclopedia of Teaching and Teacher Education has categorized the concept of teaching into three distinct categories:

1. The concept of teaching as success indicates that learning is inherently connected to the act of teaching. Teaching involves learning and can be characterized as an activity that inevitably influences learning.
2. Understanding teaching as a deliberate activity suggests that while teaching does not necessarily guarantee learning, it is reasonable to expect that it will lead to learning outcomes.
3. The notion of teaching as normative behavior refers to actions performed with the goal of facilitating learning in others. This encompasses a range of activities, with training and instructing being the primary examples, alongside indoctrination.

### **Characteristics of Teaching**

The attributes of teaching as outlined by Ishola (2019) include:

1. Teaching represents a productive interaction between educators and learners.
2. Teaching embodies both an art and a science. It is an art because it requires the application of talent and creativity. As a science, it consists of a collection of techniques, methods, and skills that can be systematically analysed, articulated, and enhanced.
3. Effective teaching is characterized by strong communication skills.
4. Teaching is a tripolar process, involving three key elements: educational goals, learning experiences, and behavioural change.
5. Teaching must be thoughtfully organized, with the educator determining the objectives, instructional methods, and assessment strategies.
6. Teaching is about guiding rather than imposing.
7. Quality teaching is democratic; educators respect their students, fostering an environment where

they feel comfortable asking questions, responding, and engaging in discussions.

8. Teaching offers guidance, direction, and motivation to learners.
9. Teaching is a collaborative effort, and educators should engage students in various classroom activities, including organization, management, discussion, recitation, and evaluation of outcomes.
10. Teaching is compassionate and understanding, with effective teachers nurturing emotional resilience in children.
11. Teaching is remedial, requiring educators to address and resolve students' learning challenges.
12. Teaching assists children in adapting to life's challenges.

### **Concept of a Profession**

The notion of a profession has been variously articulated in academic discourse, illustrating its complex nature. Amaele & Amaele (2003) characterize a profession as a service-oriented vocation that utilizes a methodical body of knowledge to tackle issues of considerable societal importance. In the same way, Schultze (2007) says that it is a learned profession that needs unique knowledge and skills that are gained via experience and professional judgment. Yahyah (2004) elaborates on the definition of a profession as an occupation rooted on structured expertise, cognitive ability, and specialized skills, emphasizing that it receives its essential resources from society and employs them to attain specified goals. In this setting, professionals often work with clients who want to work with them and can end the connection at any time. Wright (1951) defines a profession legally as a self-regulating group of people who claim to have unique talents they learned through formal education and training and who use these skills mostly to help others. Oyekan (2004) says that established professions are highly respected because they make distinctive contributions to society through advanced knowledge, technical skills, and intellectual capacity. Some examples are education, medical, law, engineering, journalism, and accounting. Collectively, these perspectives converge to define a profession as a knowledge-driven, problem-solving occupation that delivers essential services critical to both individual well-being and societal sustainability, distinguished by its expertise, managerial capacity, and specialized nature.

### **Characteristics Of a Profession**

Different scholars have written about the defining traits of a profession, and these differences show how each scholar sees things. Garrison and Norreen (2003) delineate fundamental components, including the sustenance of elevated professional competence, commitment to honesty and objectivity in practice, and the safeguarding of

confidentiality in the management of sensitive information. Nwachi (1991) delineates six criteria indicative of a functional profession, whereas Richey (1979) introduces a more comprehensive framework encompassing essential elements such as a clearly defined knowledge base, a codified ethical framework, formal professional associations, legal recognition, autonomy in practice, regulated entry standards, and a dedication to addressing societal needs. In the same way, Cruess, Johnston, and Cruess (2004) define a profession as a job that is based on mastering a set of complicated and specialized knowledge and abilities. These traits have been further explicated by researchers such as Leberman (1956), Ukeje (1976), Hoyle and Megarry (1980), Salami (1995), and Akinduyo (2014), and can be consolidated into the following fundamental components:

1. **Specialized Knowledge:** - A profession is fundamentally rooted in a systematic body of skill-based knowledge. Jekayinfa (2003) stated that specialized knowledge is essential for equipping practitioners with the necessary mental skills and a solid scientific foundation in their field. This knowledge must be obtained through attendance at formally recognized educational institutions.
2. **Professional Code of Ethics:** A viable profession strictly adheres to established rules, values, norms, and standards to regulate entry into the occupation. It is not a casual business where anyone can easily participate. Practitioners are bound by a set of "professional ethics" that apply to all members. Oyekan (2000) highlighted that professional ethics consist of fundamental principles that guide the conduct of practitioners within a profession.
3. **Professional Organization:** - A profession should be supported by a robust organization that ensures the welfare and protection of its members. Beyond other provisions, practitioners benefit from the protection offered by their respective organizations. All professional organizations must be properly registered.
4. **Controlled Entrance:** - Access to the profession is regulated by establishing and enforcing standards for selection, training, licensure, and certification (Jekayinfa, 2003).
5. **Freedom of Practice:** - Government policies do not restrict the autonomy of a profession. There exists complete and absolute freedom to practice. Practitioners demonstrate unwavering quality in their work due to the freedom granted to provide altruistic services to others.
6. **Professional and In-Service Growth:** - Various professions recognize that knowledge is dynamic and continuously evolving. Practitioners are

required to participate in mandatory seminars, lectures, conferences, workshops, presentations, and exhibitions to enhance their skills and knowledge.

7. Legal Recognition: - Engineers, lawyers, medical doctors, and teachers are esteemed and respected professions within society. Jekayinfa (2003) noted that the public has confidence in their judgments and abilities. Society cannot forgo the exceptional services they provide to humanity
8. Period of Internship or Apprenticeship: - To gain the professional knowledge required for practicing these occupations, a significant period of internship or apprenticeship is essential for acquiring practical knowledge and achieving excellence.

### **UNESCO/ILO Positions on Status of Teaching and Teachers**

The International Labour Organization (ILO) and UNESCO published a groundbreaking report in 1984 called *The Status of Teachers: An Instrument for Its Enhancement*. It laid out a detailed plan for improving the teaching profession. The document has more than 142 suggestions for how to make teachers' jobs better. These suggestions cover important topics like guiding principles, educational goals and policies, teacher training and ongoing professional development, hiring and career advancement, as well as the rights, duties, and working conditions that are necessary for effective teaching and learning. It also talks about teachers' pay, benefits, and social security. Here are some proposals from the ILO and UNESCO that are explicitly about making teaching a profession, as well as the rights, obligations, and discipline that come with it.

#### **(a) Professionalization**

- i. Teaching should be viewed as a profession.
- ii. The policies that govern entry into teacher preparation should be based on the necessity to supply society with a sufficient number of teachers who have the essential moral, intellectual, and physical attributes, along with the requisite professional knowledge and skills.
- iii. It should be mandatory for all individuals entering the profession to complete an accredited program at a suitable teacher preparation institution.
- iv. All educators should receive training in general, special, and pedagogical subjects at universities, or at institutions that are equivalent to universities, or in specialized institutions dedicated to teacher preparation.
- v. Teacher education should typically be pursued on a full-time basis; however, special provisions may be made for older individuals entering the

profession and those in other exceptional circumstances to complete all or part of their coursework on a part-time basis, provided that the content and standards of these courses are equivalent to those of full-time programs.

- vi. Institutions that prepare teachers should serve as a centre for development within the education sector, ensuring that schools are informed of research findings and methodological advancements, while also incorporating the experiences of schools and educators into their own practices.
- vii. Teachers should have adequate safeguards against arbitrary actions that could impact their professional reputation or career.

#### **(b) Discipline**

- i. The disciplinary actions that can be taken against teachers who violate professional conduct must be explicitly outlined.
- ii. The relevant authorities or organizations responsible for suggesting or enforcing sanctions and penalties should be distinctly identified.

#### **(c) Rights**

- i. Academic freedom should be upheld for the teaching profession in the execution of their professional responsibilities
- ii. Educators and their associations ought to be involved in the creation of new curricula, textbooks, and instructional materials
- iii. Any inspection or supervision systems must be structured to support and assist teachers in fulfilling their professional duties, ensuring that they do not undermine teachers' freedom, initiative, and accountability.
- iv. When direct evaluations of a teacher's performance are necessary, such evaluations should be objective and communicated to the teacher.
- v. Teachers must have the right to contest evaluations they consider to be unjust.
- vi. Educators should have the liberty to utilize any assessment methods they find beneficial for evaluating student progress, while ensuring fairness in the results for each individual student.
- vii. Authorities should seriously consider teachers' recommendations regarding the appropriateness of individual students for various courses and further educational opportunities.
- viii. Every effort should be made to foster strong collaboration between teachers and parents for the benefit of students, while ensuring that teachers are shielded from inappropriate or unjustified interference by parents in areas that fall under the teachers' professional jurisdiction.

- ix. While teachers must take all necessary precautions to prevent accidents involving students, their employers should protect them from the risk of liability for damages in cases of student injuries occurring on school grounds or during school-related activities.

**(d) Responsibilities**

- i. Understanding that the standing of their profession largely relies on the teachers themselves, all educators should strive to achieve the highest possible standards in their professional endeavours.
- ii. Professional standards concerning teachers' performance ought to be defined and upheld with the involvement of teachers' organizations.
- iii. Teachers and their organizations should aim to collaborate fully with authorities for the benefit of students, the education system, and society as a whole.
- iv. Codes of conduct should be formulated by teachers' organizations, as these codes significantly enhance the profession's prestige and ensure that professional duties are carried out in line with established principles.
- v. Educators should be willing to engage in extracurricular activities that benefit both students and adults.
- vi. To enable teachers to fulfill their responsibilities, authorities should create and consistently utilize recognized methods of consultation with teachers' organizations regarding educational policy, school organization, and new developments in the education sector
- vii. Authorities and educators should acknowledge the significance of teachers' participation, through their organizations and other means, in initiatives aimed at enhancing the quality of education services, engaging in educational research, and developing and sharing improved methods.
- viii. Authorities should support the formation and functioning of panels designed to foster collaboration among teachers of the same subject, whether within a school or a broader context, and should consider the opinions and recommendations of these panels.
- ix. Administrative and other personnel responsible for various aspects of the education service should strive to cultivate positive relationships with teachers, and this approach should be reciprocated equally.

**Teachers Registration Council of Nigeria and the Teaching Profession in Nigeria**

The Federal Ministry of Education set up the Teachers Registration Council of Nigeria (TRCN) as a statutory entity in 1993. It is now known as the TRCN Act, CAP T3 of 2004. The Council is in charge of overseeing and regulating the teaching profession at all levels of the Nigerian education system, including both public and private schools. Its main jobs are to make sure that teachers are registered and certified, keep up professional standards, and encourage ethical behavior in the field. The goal of TRCN is to make teaching a highly respected and sought-after profession in Nigeria, one that is known for its respect, distinction, and high standards.

The mission of TRCN is to register, license, and oversee teachers in both public and private educational institutions throughout Nigeria, as well as to accredit teacher education programs to promote professionalism and excellence in service delivery. The Functions of TRCN The Teachers Registration Council of Nigeria was established by Act No. 31 of 1993. This Act assigns the Council several functions, including but not limited to:

1. Identifying who qualifies as a teacher under this Act.
2. Establishing the standards of knowledge and skills required for individuals seeking registration as teachers under this Act and periodically raising those standards as necessary.
3. Ensuring, in accordance with this Act, the creation and upkeep of a register of teachers and periodically publishing the list of registered individuals.
4. Regulating and overseeing all aspects and dimensions of the teaching profession.
5. Classifying members of the teaching profession based on their training and qualifications at regular intervals.
6. Carrying out the functions assigned to the council by this Act.

**Categorization Of Professional Teachers in Nigeria**

- i. In accordance with the TRCN Act, teachers are divided into four categories as follows: **Category A:** Individuals with a Ph.D. in Education or a Ph.D. in another field along with an educational qualification (e.g., PGDE, NCE)
- ii. **Category B:** Individuals with a Master's degree in Education or a Master's in another field along with an educational qualification (e.g., PGDE, NCE)
- iii. **Category C:** Individuals with a Bachelor's degree in Education or a Bachelor's in another field along with an educational qualification (e.g., PGDE, NCE)

- iv. **Category D:** Individuals holding a Nigerian Certificate in Education (NCE) or its equivalent.

### **Legal Requirements for Registration as a Professional Teacher in Nigeria**

To gain legal recognition as a teacher in Nigeria, one must register with the TRCN. According to section 6 (1) of the TRCN Act, the following criteria must be met for registration:

- a. Successfully pass a qualifying examination recognized by the Council and complete the practical teaching requirements set by the Council under the Act
- b. If not a Nigerian, possess a qualification obtained outside Nigeria that is currently recognized by the Council and is legally permitted to practice in the country where the qualification was awarded, provided that the other country offers Nigerian professional teachers equivalent treatment and that the individual demonstrates sufficient practical teaching experience.
- c. Maintain good character.
- d. Be at least twenty-one years old.
- e. Have no convictions in Nigeria or elsewhere for offenses related to fraud or dishonesty.

### **Additional Requirements for Registration as a Professional Teacher in Nigeria**

To register and keep one's name on the Teachers Register, a teacher must adhere to other TRCN regulations concerning:

- a. Internship following graduation
- b. Licensing
- c. Mandatory Continuing Professional Education
- d. Annual Subscription
- e. Any other requirements that may be established periodically.

### **Rights And Privileges of Registered Professional Teachers in Nigeria**

In accordance with the TRCN Act, registered teachers are entitled to the following rights and privileges:

- a. Legal recognition as educators.
- b. The ability to use titles or prefixes as determined by TRCN for the identification of registered teachers in Nigeria.
- c. The freedom to impart their professional skills, knowledge, and values within the educational framework, subject to TRCN regulations.
- d. Involvement in all TRCN activities available to members.

- e. Letters of credence from TRCN when requested by foreign Teachers Councils or other relevant organizations globally.
- f. Professional salary scales, allowances, and additional benefits that TRCN may secure for registered teachers.

### **Provisions of the National Policy on Education for the Professionalization of Teaching**

The National Policy on Education (2003) aims for teaching in Nigeria to achieve the highest possible standards. Consequently, the following excerpts outline its statements regarding teachers' education and professionalization in Nigeria:

- a. Recognizing that no education system can exceed the quality of its teachers, teacher education will remain a primary focus in all educational planning and development.
- b. The objectives of teacher education are to:
  - i. Develop highly motivated, conscientious, and effective classroom teachers for all levels of the educational system;
  - ii. Further promote inquiry and creativity among teachers;
  - iii. Assist teachers in integrating into the social fabric of the community and society at large, while strengthening their commitment to national objectives;
  - iv. Equip teachers with the intellectual and professional foundations necessary for their roles and ensure their adaptability to evolving circumstances;
  - v. Foster teachers' dedication to the teaching profession.

### **Professional Status of Teaching in Nigeria**

The professional standing of teaching in Nigeria has raised significant concerns among educational agencies, educators, and the teachers themselves. This issue has also been a focal point in both academic and legal discussions. As noted by Balogun (2004), opinions among scholars vary: some regard teaching in Nigeria as a full profession, others view it as a semi-profession, while some argue it is not a profession at all. Nevertheless, it is undeniable that a definitive conclusion regarding the professional status of teaching in Nigeria will emerge as the key characteristics of the profession are examined.

1. Acquisition of relevant knowledge and training. Teaching is primarily an intellectual endeavour, requiring teachers to possess specialized knowledge, skills, and other essential tools that facilitate their practice. Student teachers engage in months of practical experience in schools

(teaching practice) under the guidance of experienced professionals. To enhance their effectiveness, teachers are encouraged to stay updated by participating in workshops and seminars (National Policy on Education 2013).

2. Control of entry into teaching: Teachers in Nigeria lack control over the entry requirements for the teaching profession. The government dictates the type of training, its duration, and other prerequisites necessary for practicing in this field. A minimum qualification of NCE is mandated for entry into teaching (Federal Republic of Nigeria, 2013).
3. Code of Ethics: The ethical code established by the Nigeria Union of Teachers (NUT) in 1969 has not been rigorously adhered to by Nigerian teachers. This code is founded on five fundamental principles that address the functional responsibilities of teachers in any nation. These principles include: commitment to students, commitment to parents, commitment to the community, commitment to the employer, and commitment to the profession (Falade et al. (eds) 1990).
4. Freedom to Practice: Nigerian educators have not yet experienced significant autonomy as a professional group. The freedom to practice remains limited, as every qualified teacher in Nigeria operates under the auspices of either the State or the Federal Government. The relationship between teachers and their students has consistently been influenced by parents and various government officials. Consequently, the level of client interaction that professionals in other recognized fields enjoy has not yet been achieved in Nigeria.
5. Professional Organization: Teachers in Nigeria still lack a professional organization akin to the Disciplinary Committee for legal practitioners, the Nigerian Medical Council, or the Nursing and Midwifery Council of Nigeria, among others. While there are trade unions, the Nigeria Union of Teachers (NUT) stands out as the most prominent. This union addresses the welfare of teachers and acts as their representative in discussions with the government.

### **Factors militating against the teaching profession in Nigeria**

The teaching profession in Nigeria, often referred to as the "mother of all professions," encounters a myriad of systemic, economic, and social obstacles that impede its effectiveness and reputation. Traditionally, teachers were

esteemed figures within Nigerian society; however, recent changes in economic focus and government policies have resulted in a diminished status for the profession.

1. The overwhelming number of teachers may complicate communication and management whenever necessary. Currently, teachers represent the largest single workforce in Nigeria. (Nwanchi 1991).
2. Some educators view teaching merely as a pathway to more lucrative careers.
3. The negative perception of teachers in Nigerian society is evident. The respect that teachers enjoyed during the colonial period appears to have faded. As the government delays salary payments and withholds allowances, the teaching profession becomes fraught with frustration, humiliation, conflict, and significant stress.
4. Many teachers struggle with low self-esteem and a lack of respect for their work.
5. The socio-economic backgrounds of teachers indicate that many come from low-income families. Consequently, there is a tendency for those from higher social classes to look down upon them, (Oyeieye & Shoremi, 1991).
6. The immediate impact of teachers' work is often overlooked; unlike nurses and doctors, whose work is recognized for its life-saving nature, or lawyers, whose roles are deemed essential for winning cases, the results of teachers' efforts take years to manifest. This delay contributes to the lack of appreciation shown towards teachers in Nigeria.

### **Conclusion and Recommendations**

The teaching profession in Nigeria stands at a pivotal moment, facing either systemic failure or the chance for renewal. Although the obstacles of funding, infrastructure, and social perception are significant, they can be overcome. By focusing on teacher welfare, implementing rigorous professional standards, and ensuring consistent policy execution, Nigeria has the potential to revitalize its education system. A motivated, well-trained, and highly regarded teaching workforce is essential for Nigeria to achieve sustainable national development and compete in the global knowledge economy. The path forward transcends mere educational policy; it is a matter of national survival. To tackle these issues, a comprehensive strategy involving the government, private sector, and professional organizations is necessary:

1. Enhanced Salary and Incentive Packages: Both Federal and State governments need to establish a competitive salary scale for teachers (TSS) that aligns with other professional fields. Incentives

such as allowances for rural postings, housing loans, and health insurance should be prioritized to keep teachers in underserved regions. Elevating teachers' status through higher salaries and timely payment of benefits and allowances will likely decrease the tendency to view teaching as a temporary job before moving to more lucrative careers.

2. Infrastructure Revamp: A comprehensive "Marshall Plan" is essential for school infrastructure. This plan should encompass the development of modern classrooms and the provision of digital resources. The allocation of the Universal Basic Education (UBE) fund must be closely monitored to guarantee that resources are directed to the intended schools.
3. Enhanced Professional Standards and Licensing: The TRCN should implement more rigorous entry criteria to ensure that only individuals with the necessary qualifications and enthusiasm are permitted to teach. This approach will help eliminate unqualified individuals from the system and enhance the profession's reputation.
4. Compulsory ICT Training: As the world becomes increasingly digital, it is crucial for teachers to be skilled in ICT. Government-funded workshops and the distribution of laptops to educators can help close the digital gap and enhance teaching effectiveness.
5. Public Awareness Campaigns: National initiatives are required to emphasize the vital role of teachers in nation-building. Recognizing "Teacher of the Year" with substantial rewards (such as homes or vehicles) can help restore the profession's dignity.
6. A decisive and permanent separation from government control and parental interference is necessary to grant autonomy in practice and standardize the teaching profession.
7. Teachers must receive comprehensive training to ensure effective teaching. Opportunities for ongoing and in-service training should be available to enhance teachers' functionality in their careers.
8. Access to the teaching profession should be strictly regulated, preventing uncertified individuals from teaching. This will invigorate the public's perception that teaching is a profession for everyone.
9. The Nigerian Union of Teachers should evolve into a more robust organization that advocates with a unified voice and seeks to elevate its status through the professionalization of teaching and increased focus on educational research.

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