

**AN EVALUATION OF THE SYSTEMIC CHALLENGES INFLUENCING THE IMPLEMENTATION OF
THE TEACHERS' REGISTRATION COUNCIL OF NIGERIA (TRCN) REGULATORY FRAMEWORK:
IMPLICATIONS FOR STRENGTHENING TEACHER PROFESSIONALISM AND QUALITY
ASSURANCE IN NIGERIA'S EDUCATION SECTOR**

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ABSTRACT

The effective regulation of teaching practice is central to ensuring teacher professionalism, instructional quality, and quality assurance in Nigeria's education sector. This study critically evaluated the implementation of the Teachers' Registration Council of Nigeria (TRCN) regulatory framework, examining teacher registration, certification, licensing, and continuous professional development (CPD), as well as the systemic, institutional, and policy-related challenges that hinder compliance. A descriptive survey design was adopted, targeting 1,179 teachers across 325 public and 854 private schools in Nigeria. Data were collected using structured questionnaires and analysed using descriptive statistics and inferential analyses, including Pearson's correlation and multiple regression. The findings revealed that while registration and certification were relatively well implemented, licensing and CPD exhibited moderate compliance levels. Weak enforcement, limited CPD access, inadequate ICT infrastructure, financial constraints, low policy awareness, and policy inconsistencies were identified as significant barriers to full implementation. Regression analyses showed that these challenges significantly influenced teacher professionalism, instructional quality, and overall quality assurance ($p < 0.05$). The study concludes that the TRCN regulatory framework is essential for professionalising teaching in Nigeria, but its effectiveness is constrained by systemic and institutional limitations. Recommendations include strengthening enforcement and monitoring mechanisms, expanding CPD access, improving infrastructure, harmonising policies, and providing financial and technical support to teachers. These measures are critical for enhancing teacher competence, professional ethics, and the overall quality of education in Nigeria.

INTRODUCTION

Teacher professionalism is globally recognised as a critical driver of educational quality, and countries continue to strengthen regulatory mechanisms to improve teacher competence, accountability, and ethical standards. In Nigeria, the establishment of the Teachers' Registration Council of Nigeria (TRCN) represents a major policy intervention aimed at professionalising teaching and ensuring quality assurance across the education system (TRCN, 2014; Federal Ministry of Education [FME], 2020). The TRCN regulatory framework mandates teacher registration, certification, licensing, and continuous professional development (CPD), aligning teacher standards with global benchmarks for professional practice (Darling-Hammond, 2017; OECD, 2020). Scholars argue that regulatory frameworks of this kind significantly improve instructional quality when effectively implemented (Ogunyinka, Okeke, & Adedoyin, 2015).

However, the implementation of the TRCN framework in Nigeria faces persistent systemic challenges. Several studies highlight structural weaknesses in teacher preparation programmes, inconsistent state-level enforcement, inadequate funding, and limited institutional capacity as major barriers to successful implementation (Ijaiya, 2021; Afe, 2018). In many states, including those in the northern and rural regions, compliance with TRCN regulations remains low due to weak monitoring mechanisms and insufficient awareness campaigns for teachers and school administrators (Okoli & Langa, 2022). These challenges reflect long-standing governance and accountability problems within the Nigerian education sector, where policy enactment often outpaces policy implementation (Odukoya, 2009; World Bank, 2021).

The TRCN Professional Qualifying Examination (PQE), introduced as a quality gatekeeping mechanism, has also generated ambivalent responses among stakeholders. While some view it as an essential standardisation tool for enhancing teacher quality (Eze & Edinyang, 2019), others criticise its uneven administration, inadequate preparatory support for candidates, and logistical difficulties in remote communities (Aminu & Yusuf, 2021). These limitations raise concerns about the fairness and consistency of the examination as a regulatory instrument. Likewise, the TRCN enforcement directive requiring that only registered and licensed teachers be allowed to teach has faced practical challenges due to teacher shortages, socio-economic constraints, and resistance from unqualified teachers who dominate the workforce in many under-resourced schools (FME, 2020; UNICEF, 2019).

At the policy level, several Nigerian education documents recognise the importance of teacher professionalisation but underscore the systemic barriers that continue to hinder progress. These include the National Policy on Education (NPE, 2013), the National Teachers' Policy (2021), and the Ministerial Strategic Plan (MSP, 2016–2019), all of which emphasise the need for strengthened regulatory systems, improved CPD structures, and enhanced collaboration among teacher training institutions. Yet implementation remains inconsistent across states. Reports from the Universal Basic Education Commission (UBEC, 2020) and the National Implementation Committee on Teachers' Professional Development (NICTPD, 2021) identify gaps in funding, monitoring, and coordination as central obstacles.

International frameworks also highlight similar challenges faced by developing countries in the pursuit of teacher professionalism. UNESCO (2018) stresses that regulatory reforms must be

accompanied by strong institutional support, adequate teacher preparation, and sustained political commitment. Global models of teacher professional standards from countries such as Singapore and Finland demonstrate the importance of coherent policy implementation, resource support, and continuous professional learning (Darling-Hammond, 2019).

Given these contextual realities, a comprehensive evaluation of the systemic challenges affecting TRCN implementation is urgently required. Such an assessment is necessary to determine whether the regulatory framework is achieving its intended goals of strengthening teacher professionalism and quality assurance or whether deeper structural reforms are needed (Olatunji, 2020). Understanding these constraints will guide more targeted policy interventions, support evidence-based reforms, and reinforce Nigeria's commitment to developing a competent, ethical, and globally competitive teaching workforce.

Statement of the Problem

Despite the establishment of the **Teachers' Registration Council of Nigeria (TRCN)** as the statutory body responsible for regulating the teaching profession and ensuring teacher quality, the actual implementation of its regulatory framework continues to face persistent and systemic challenges across the country (TRCN, 2014; FME, 2020). While the TRCN framework was designed to professionalise teaching through mandatory registration, licensing, teacher standards compliance, and continuous professional development, evidence suggests that these goals remain far from fully achieved (Ogunyinka et al., 2015; UNESCO, 2018). Significant gaps between policy formulation and practical implementation threaten the credibility, effectiveness, and long-term sustainability of the regulatory system.

One critical problem is the **low compliance rate** among teachers, many of whom either do not register with TRCN or fail to obtain the required Professional Qualifying Examination (PQE) certification. Studies show that a large proportion of teachers in basic and secondary schools particularly in rural and underserved areas remain unqualified or unlicensed due to inadequate awareness, financial constraints, and limited institutional support (Aminu & Yusuf, 2021; Okoli & Langa, 2022). Furthermore, teacher shortages in some states compel school administrators to retain unqualified teachers, undermining the enforcement of TRCN policies (UBEC, 2020; FME, 2020). These implementation inconsistencies weaken the regulatory authority of TRCN and perpetuate systemic mediocrity within the teaching workforce.

Additionally, the **Professional Qualifying Examination (PQE)** faces criticism for logistical inefficiencies, inconsistent administration across states, and insufficient preparatory mechanisms, particularly for teachers in remote and low-resource communities (Eze & Edinyang, 2019; Ijaiya, 2021). These challenges raise concerns about the fairness, reliability, and inclusiveness of the certification process. Even where teachers pass the PQE, there is evidence of weak post-certification monitoring and limited follow-up on continuous professional development (CPD), resulting in a regulatory system that emphasises certification more than sustained professional growth (NIEPA, 2021; World Bank, 2021).

Moreover, the broader education ecosystem presents **structural constraints** that complicate effective TRCN implementation. These include inadequate funding, weak monitoring and

evaluation systems, poor inter-agency coordination, and insufficient collaboration between TRCN and teacher training institutions (Afe, 2018; Odukoya, 2009). State governments also demonstrate varying levels of political commitment to enforcing TRCN directives, leading to inconsistent policy outcomes nationwide (NTP, 2021; UBEC, 2020). The result is a fragmented regulatory landscape that limits the capacity of TRCN to uphold teacher professionalism and ensure quality assurance at scale.

Given these persistent challenges, the extent to which the TRCN regulatory framework has genuinely enhanced teacher professionalism and improved instructional quality remains unclear. There is therefore an urgent need for a **critical, evidence-based evaluation** of the systemic barriers affecting TRCN implementation in Nigeria and of how these constraints influence the country's broader goals of educational quality, accountability, and professional development (UNESCO, 2018; Olatunji, 2020). Without such an appraisal, policies aimed at strengthening teacher professionalism risk being ineffective, unsustainable, or misaligned with the realities of Nigeria's educational system.

Objectives of the Study

The study is guided by the following objectives:

1. **To examine the extent to which the key components of the TRCN regulatory framework; teacher registration, certification, licensing, and continuous professional development are being implemented in Nigerian schools.**
2. **To identify and analyse the systemic, institutional, and policy-related challenges that hinder effective implementation of the TRCN regulatory framework across different educational contexts.**
3. **To assess the implications of the identified implementation challenges for teacher professionalism, instructional quality, and the overall quality assurance process in Nigeria's education sector.**

Research Questions

1. **To what extent are the key components of the TRCN regulatory framework; teacher registration, certification, licensing, and continuous professional development being implemented in Nigerian schools?**
2. **What systemic, institutional, and policy-related challenges hinder the effective implementation of the TRCN regulatory framework across different educational contexts in Nigeria?**
3. **What are the implications of these implementation challenges for teacher professionalism, instructional quality, and quality assurance in Nigeria's education sector?**

Hypotheses

1. **H_{0 1}** : There is no significant relationship between the level of implementation of the TRCN regulatory framework (registration, certification, licensing, and continuous professional development) and the level of teacher professionalism in Nigerian schools.
2. **H_{0 2}** : The systemic, institutional, and policy-related challenges identified do not have any significant effect on the effective implementation of the TRCN regulatory framework in Nigeria.
3. **H_{0 3}** : The challenges affecting TRCN implementation have no significant impact on instructional quality and overall quality assurance in Nigeria's education sector.

Literature Review

Components of the TRCN Regulatory Framework

The Teachers' Registration Council of Nigeria (TRCN) regulatory framework consists of several interconnected components designed to professionalise teaching, enhance teacher quality, and ensure accountability within the education sector. These components operate as a unified system for regulating entry, practice, and continuous growth in the teaching profession. At the core of this framework is **teacher registration**, which formally recognises individuals as qualified educators and records them in the National Register of Teachers (TRCN Act, 2004; TRCN Registry Guidelines, 2014). Registration involves verifying academic and professional credentials and categorising teachers according to qualifications and experience, promoting accountability, professional standards, and mobility across states. This process ensures that only competent individuals enter the classroom, thereby safeguarding the integrity of the teaching profession.

Teacher certification, through the Professional Qualifying Examination (PQE), assesses teachers' pedagogical knowledge, professional ethics, curriculum mastery, and instructional competence (FME, 2020; Eze & Edinyang, 2019). By standardising teacher competence nationwide, the PQE filters out unqualified individuals and provides formal recognition of teachers' professional capabilities via the Certificate of Professional Competence, strengthening overall instructional quality.

Following certification, teachers are issued a **professional practising licence**, which authorises legal teaching and is renewable upon demonstration of continued professional development and adherence to ethical and instructional standards (TRCN Licensing Regulation, 2014). Licensing elevates teaching to a regulated profession, enhances public confidence in teachers, and supports accountability, although enforcement varies across states due to staffing shortages and limited monitoring capacity.

Continuous Professional Development (CPD) is a mandatory aspect of the TRCN framework, designed to ensure teachers remain current with pedagogical innovations, curriculum reforms, digital skills, assessment strategies, and professional ethics (National Teachers' Policy, 2021; NIEPA, 2021). CPD activities include workshops, mentoring, seminars, induction programmes, and technology-driven learning, which collectively enhance teacher competence and instructional effectiveness. Successful CPD implementation, however, is challenged by inadequate funding, insufficient facilities, and uneven institutional support.

To ensure compliance, TRCN undertakes **monitoring, enforcement, and quality assurance**, conducting school inspections, verifying qualifications and licences, and imposing sanctions for non-compliance (TRCN Enforcement Guidelines, 2017). Collaboration with state education boards, UBEC, SUBEBs, and private school associations strengthens enforcement, though variations in resources and political commitment affect consistency across regions.

The **Professional Standards and Code of Conduct** provide ethical and instructional guidance, defining expected behaviours, pedagogical competencies, classroom management practices, and leadership skills (TRCN Professional Standards, 2018). These standards foster a unified professional identity, guide teacher appraisal, CPD planning, and disciplinary procedures, and reinforce public trust. Limited awareness and weak enforcement in some areas, however, can reduce their practical impact.

TRCN also regulates **teacher training institutions**, working with the NUC and NCCE to accredit programmes and ensure alignment with professional standards (FME, 2020; NUC Benchmark Standards, 2018). Accreditation ensures graduates are well-prepared for certification and classroom practice, though disparities in institutional capacity, infrastructure, and curriculum delivery can limit effectiveness.

The **National Register of Teachers (NRT)** functions as a central database of all registered and licensed teachers, supporting recruitment verification, compliance monitoring, workforce deployment, and educational planning (TRCN Registry System Policy, 2014). While a crucial tool for maintaining professional oversight, operational challenges such as ICT limitations and irregular data updates can affect accuracy and accessibility, particularly in rural areas.

Collectively, these components form an integrated regulatory system that governs entry, practice, and professional growth within the teaching profession, ensuring adherence to standards, promoting continuous development, and advancing teacher professionalism and quality assurance in Nigeria's education sector.

Systemic, Institutional and Policy-Related Challenges to TRCN Implementation

The effective implementation of the Teachers' Registration Council of Nigeria (TRCN) regulatory framework is often constrained by a range of systemic, institutional, and policy-related challenges that undermine its intended impact on teacher professionalism and quality assurance. **Systemic challenges** refer to broad structural and societal factors that affect compliance and enforcement. These include widespread teacher shortages, uneven distribution of qualified personnel, and socioeconomic disparities that limit teachers' access to registration, certification, licensing, and continuous professional development (CPD) programmes. In some rural or under-resourced areas, teachers may lack the financial means or logistical support to participate in regulatory processes, resulting in low registration and compliance rates (Eze & Edinyang, 2019; FME, 2020).

Institutional challenges relate to weaknesses within schools, teacher training institutions, and regulatory bodies that impede the smooth implementation of TRCN policies. Many teacher education institutions face infrastructural inadequacies, limited access to qualified faculty, outdated curricula, and insufficient exposure to practical teaching skills, which affects the

preparedness of graduates for certification and licensure. Schools themselves may struggle with enforcing regulatory requirements due to poor record-keeping, inadequate monitoring mechanisms, and inconsistent application of TRCN guidelines. Furthermore, the capacity of TRCN and affiliated agencies to conduct inspections, verify teacher credentials, and oversee CPD programmes is often constrained by limited human and financial resources, particularly at the state and local government levels (TRCN Enforcement Guidelines, 2017; NIEPA, 2021).

Policy-related challenges include gaps, inconsistencies, and ambiguities in national and state education policies that affect the operationalisation of TRCN regulations. For instance, delays in updating regulatory guidelines, conflicting mandates between TRCN and state education boards, and lack of clarity on enforcement procedures can create confusion among teachers, school administrators, and policymakers. Political interference and weak policy enforcement further compromise the regulatory framework, allowing unqualified or unregistered individuals to continue teaching in some schools (National Teachers' Policy, 2021). Additionally, insufficient coordination between TRCN and other regulatory agencies, such as the National Universities Commission (NUC), the National Commission for Colleges of Education (NCCE), and state ministries of education, often results in overlapping responsibilities, duplication of efforts, and gaps in oversight.

These challenges collectively hinder the achievement of TRCN's objectives, including the professionalisation of teachers, maintenance of high instructional standards, and assurance of quality in Nigeria's education sector. Addressing these obstacles requires systemic reforms, enhanced institutional capacity, clearer policy articulation, and stronger collaboration between TRCN, educational institutions, and state-level authorities. Interventions such as improved funding for regulatory activities, expansion of CPD programmes, digitalisation of registration and monitoring systems, and public sensitisation campaigns are critical to improving compliance and realising the intended benefits of the regulatory framework.

Implications of Implementation Challenges on Teacher Professionalism, Instructional Quality, and Quality Assurance

The systemic, institutional, and policy-related challenges impeding the effective implementation of the Teachers' Registration Council of Nigeria (TRCN) regulatory framework have profound implications for teacher professionalism, instructional quality, and the overall quality assurance process in Nigeria's education sector.

Firstly, these challenges undermine **teacher professionalism** by weakening the formal recognition and regulation of teaching as a profession. When teachers remain unregistered, uncertified, or unlicensed, it diminishes accountability and reduces adherence to the ethical, instructional, and leadership standards prescribed by TRCN (TRCN Act, 2004; TRCN Professional Standards, 2018). Limited participation in Continuous Professional Development (CPD) programmes further restricts teachers' capacity to adopt innovative pedagogical approaches, integrate digital tools, manage diverse classrooms, and respond to evolving curriculum requirements. Consequently, professional growth stagnates, eroding the credibility of the teaching profession and weakening the professional identity of educators across different regions.

Secondly, the challenges directly affect **instructional quality**. Teachers who are inadequately trained or uncertified may struggle with lesson planning, learner assessment, classroom management, and effective delivery of subject content. This is particularly problematic in rural or under-resourced areas where access to teacher training, supervision, and mentoring is limited. The lack of standardized enforcement and monitoring mechanisms allows suboptimal instructional practices to persist, resulting in inconsistent learning outcomes and educational inequities among students. Moreover, the absence of strong professional oversight can reduce teacher motivation, leading to disengagement and lower commitment to instructional excellence (Eze & Edinyang, 2019; FME, 2020).

Thirdly, these implementation gaps have wider implications for **quality assurance** in Nigeria's education system. The TRCN framework is intended to ensure that teachers across the nation meet minimum professional standards, thereby promoting uniform quality in teaching and learning. Weak enforcement, limited school inspections, and insufficient collaboration with state agencies compromise the Council's ability to uphold these standards. As a result, unqualified teachers continue to operate in schools, teacher training institutions may graduate inadequately prepared professionals, and accurate workforce data for policy planning is compromised. This undermines national strategies for improving education quality, diminishes public confidence in schools, and weakens efforts to achieve the Sustainable Development Goal on quality education (TRCN Enforcement Guidelines, 2017; National Teachers' Policy, 2021).

Additionally, the cumulative effect of these challenges perpetuates systemic educational inefficiencies. Poorly regulated teaching practices reduce student learning outcomes, hinder teacher career progression, and limit the effectiveness of reforms aimed at strengthening instructional standards. They also create barriers to integrating innovative teaching methods, technology-enhanced learning, and competency-based curricula, which are essential for modernising Nigeria's education sector.

In conclusion, the ineffective implementation of TRCN policies threatens the professionalisation of teachers, compromises instructional quality, and weakens national quality assurance mechanisms. Addressing these challenges requires a multipronged approach, including stronger enforcement of registration and licensure requirements, expanded access to CPD, improved institutional capacity in teacher training institutions, better coordination between federal and state agencies, and sensitisation campaigns to enhance awareness among educators. Such interventions are critical for fostering a professional, competent, and accountable teaching workforce capable of delivering high-quality education and supporting sustainable educational development in Nigeria.

Theoretical Framework

The study on the systemic challenges influencing the implementation of the Teachers' Registration Council of Nigeria (TRCN) regulatory framework is anchored on **Professionalisation Theory** and **Institutional Theory**, both of which provide a conceptual lens for understanding the regulation of teaching, the enforcement of professional standards, and the development of quality assurance mechanisms in education.

Professionalisation Theory, primarily advanced by **Andrew Abbott (1988)** and **Eliot Freidson (2001)**, posits that occupations achieve recognition, legitimacy, and autonomy through formal regulation, certification, and adherence to standardized ethical and competency frameworks. In the context of teaching, professionalisation involves establishing formal qualifications, licensure, continuous professional development, and adherence to codes of conduct that collectively define teacher competence and ethical practice. The TRCN regulatory framework exemplifies this process, as it mandates teacher registration, certification through the Professional Qualifying Examination (PQE), licensure, continuous professional development (CPD), and compliance with professional standards (TRCN Act, 2004; TRCN Professional Standards, 2018). According to Professionalisation Theory, these mechanisms elevate teaching from a mere vocation to a recognised profession with societal authority, accountability, and autonomy. Weak implementation of these processes undermines teacher professionalism, reduces instructional effectiveness, and weakens quality assurance.

Institutional Theory, advanced by **John W. Meyer and Brian Rowan (1977)** and further developed by **W. Richard Scott (2014)**, provides a lens to understand how organizational structures, formal rules, and policy frameworks shape behaviours within educational institutions. The theory suggests that schools, teacher training institutions, and regulatory agencies operate within formal institutional frameworks that prescribe norms, standards, and practices. Compliance with frameworks such as TRCN's registration, certification, licensure, and CPD requirements is intended to maintain legitimacy, reduce uncertainty, and promote uniform quality across institutions. Institutional Theory also explains why gaps in enforcement, inadequate monitoring, and inconsistent policy implementation can occur, as organizations may face resource constraints, competing priorities, or pressures from local socio-political contexts that limit adherence to formal standards.

By integrating **Professionalisation Theory** and **Institutional Theory**, this study conceptualises the TRCN regulatory framework as both a professionalising mechanism and an institutional mandate. The framework regulates entry into the profession, maintains standards of practice, enforces accountability, and fosters continuous professional growth. These theories collectively suggest that effective professional regulation and institutional compliance are essential for strengthening teacher professionalism, ensuring instructional quality, and maintaining a robust quality assurance system. Conversely, systemic, institutional, and policy-related challenges—such as inadequate funding, weak enforcement, logistical constraints, and policy gaps—can disrupt the intended professionalisation processes, resulting in suboptimal teacher performance and compromised educational outcomes.

In essence, these theoretical perspectives provide a lens for analysing the relationship between TRCN regulatory implementation, teacher professionalism, instructional quality, and quality assurance. They underscore the importance of compliance, capacity-building, and institutional support in achieving the objectives of professional regulation within Nigeria's education sector.

Empirical Review

Empirical studies on the Teachers' Registration Council of Nigeria (TRCN) regulatory framework highlight both the achievements and challenges associated with professionalising the teaching workforce and maintaining educational quality in Nigeria. Research demonstrates that TRCN's regulatory mechanisms comprising teacher registration, certification, licensure, continuous professional development (CPD), monitoring, and enforcement play a pivotal role in shaping teacher professionalism and instructional quality (Eze & Edinyang, 2019; FME, 2020).

Several studies emphasise the importance of **teacher registration and certification** in promoting professional standards. Eze and Edinyang (2019) found that teachers who were properly registered and certified exhibited higher levels of pedagogical competence, ethical adherence, and classroom management skills compared to unregistered or uncertified counterparts. Similarly, Oladipo and Adebayo (2020) reported that teacher certification through the Professional Qualifying Examination (PQE) significantly enhances teachers' instructional knowledge, ensuring uniform quality across urban and rural schools. These findings support the notion that formal regulatory processes underpin effective professionalisation and improve educational outcomes.

The role of **licensing and CPD** in sustaining professional growth and instructional quality is also well-documented. Studies by Musa and Abubakar (2022) and National Institute for Educational Planning and Administration (NIEPA, 2021) indicate that teachers who actively participate in CPD programmes demonstrate improved mastery of curriculum reforms, innovative teaching methods, and technology integration. The research highlights that linking CPD to licence renewal encourages continuous learning and professional accountability, although limited access in rural areas and inadequate institutional support can hinder effectiveness.

Empirical evidence also points to **systemic and institutional constraints** that affect TRCN implementation. A study by Akinyemi (2020) observed that weak enforcement mechanisms, insufficient inspection capacity, and poor coordination between TRCN and state educational authorities result in low compliance with registration and licensing requirements. Similarly, Ojo and Eze (2019) identified logistical challenges, limited awareness, and financial barriers as key factors restricting teachers' participation in regulatory processes. These constraints contribute to the persistence of unqualified or underqualified teachers in some schools, undermining efforts to standardise instructional quality and enforce professional standards.

Research further highlights the **impact of TRCN regulatory compliance on quality assurance**. Ogunleye (2021) found a positive correlation between adherence to TRCN requirements and improvements in school performance, student learning outcomes, and teacher accountability. In contexts where schools employed only registered and certified teachers and where CPD activities were actively monitored, students demonstrated higher academic achievement and greater engagement in learning activities. Conversely, schools with poor regulatory compliance exhibited lower instructional effectiveness and weaker overall quality assurance processes.

Internationally, comparative studies on teacher regulation reinforce these findings. For instance, research in Ghana and South Africa shows that regulatory frameworks similar to TRCN, which combine registration, certification, licensure, and professional development, are associated with improved teacher professionalism, standardised instructional practices, and enhanced

accountability (Akyeampong, 2017; Chisholm, 2018). These studies provide evidence that professional regulation is a critical determinant of educational quality and institutional credibility.

Empirical studies underscore that while the TRCN regulatory framework has contributed to professionalising teachers and enhancing instructional quality in Nigeria, its effectiveness is constrained by systemic, institutional, and policy-related challenges. These include inadequate enforcement, limited capacity of regulatory bodies, uneven access to CPD, and weak coordination between federal and state education authorities. Addressing these challenges is essential to maximise the framework's potential in strengthening teacher professionalism, improving instructional quality, and ensuring robust quality assurance in Nigeria's education sector.

Research Methodology

This study adopted a **descriptive survey research design** to examine the systemic challenges affecting the implementation of the Teachers' Registration Council of Nigeria (TRCN) regulatory framework and its implications for teacher professionalism and quality assurance in Nigeria's education sector. The survey design was considered appropriate because it allows for the collection of data from a large population to describe, analyse, and interpret patterns, perceptions, and practices relating to TRCN implementation across diverse educational contexts (Best & Kahn, 2016). The **population** of the study comprised **1,179 principals**, including **325 principals from public secondary schools** and **854 principals from private secondary schools** across Cross River State. Principals were selected as respondents due to their central role in implementing TRCN regulations at the school level, including teacher registration, certification, licensure, and professional development. Their positions provide firsthand knowledge of the practical challenges and effectiveness of regulatory compliance, making them reliable sources of information for the study. A **census approach** was adopted, where all 1,179 principals were included in the study. This approach ensured comprehensive coverage, eliminated sampling error, and provided a complete understanding of the phenomena under investigation. Given the manageable yet sizeable population, the census method was preferred to capture the full range of experiences and perceptions of school leaders. **Data collection instruments** consisted of a structured questionnaire developed by the researchers. The questionnaire was divided into sections aligned with the study's objectives: (1) systemic, institutional, and policy-related challenges affecting TRCN implementation, (2) teacher professionalism and instructional quality, and (3) quality assurance processes. Respondents indicated their level of agreement using a 4-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree." The instrument was subjected to **face and content validation** by experts in educational administration, teacher regulation, and research methodology to ensure clarity, relevance, and alignment with research objectives. To ensure **reliability**, a pilot study was conducted with 30 principals from schools outside the target population. The internal consistency of the instrument was assessed using **Cronbach's alpha**, yielding a coefficient of 0.87, indicating high reliability and suitability for the main study (Nunnally & Bernstein, 1994). Data were **collected** through direct administration of questionnaires to principals, with follow-up visits and reminders to enhance response rates. Ethical considerations were strictly observed, including obtaining informed consent, ensuring confidentiality, and using the data solely for research purposes. **Data analysis** involved both descriptive and inferential statistics. Descriptive statistics, including means and standard deviations, were used to summarise principals' perceptions of challenges, professional practices, and quality assurance activities. Inferential

statistics, particularly **Pearson's correlation** and **regression analysis**, were employed to test the hypothesised relationships between TRCN regulatory implementation, teacher professionalism, and quality assurance outcomes. These analyses allowed the study to determine the strength and significance of the relationships, providing empirical evidence to support or reject the stated hypotheses.

Data Analysis, Presentation and Interpretation

Research Question One: *To what extent are the key components of the TRCN regulatory framework—teacher registration, certification, licensing, and continuous professional development—being implemented in Nigerian schools?*

The data collected from the 1,179 principals (325 public and 854 private schools) were analysed using descriptive statistics, specifically means and standard deviations, to assess the level of implementation of the key TRCN regulatory components. The results are presented in Table 1.

Table 1: Implementation of TRCN Regulatory Components

TRCN Component	Mean	Standard Deviation	Implementation Level Interpretation
Teacher Registration	3.45	0.58	High
Teacher Certification (PQE)	3.12	0.62	Moderate-High
Teacher Licensing	2.97	0.70	Moderate
Continuous Professional Development	2.85	0.75	Moderate

The analysis indicates that teacher registration is the most consistently implemented component of the TRCN regulatory framework, with a mean score of 3.45, suggesting that the majority of schools comply with registration requirements for teachers. This aligns with the statutory requirement that no individual can teach in Nigeria without being formally registered with TRCN (TRCN Act, 2004).

Teacher certification through the Professional Qualifying Examination (PQE) has a mean score of 3.12, indicating a moderate-to-high level of compliance. While many teachers have obtained certification, some schools particularly in rural or under-resourced areas still face challenges such as inadequate preparation for candidates and limited access to examination centres (Eze & Edinyang, 2019).

Teacher licensing records a slightly lower mean of 2.97, reflecting moderate implementation. Although licensing is a critical step in granting legal authority to practise, some schools continue to employ teachers without valid licences due to staffing shortages or weak enforcement mechanisms (TRCN Licensing Regulation, 2014).

Finally, continuous professional development (CPD) shows the lowest level of implementation among the four components, with a mean of 2.85. While TRCN mandates CPD as a requirement for licence renewal, practical challenges such as funding constraints, inadequate training facilities,

and limited access to qualified facilitators limit participation, particularly in remote areas (National Teachers' Policy, 2021; NIEPA, 2021).

The findings suggest that while teacher registration and certification are relatively well-implemented, licensing and CPD lag behind, highlighting areas that require stronger enforcement, support, and monitoring to ensure full compliance with the TRCN regulatory framework. The disparities in implementation levels across these components reflect systemic, institutional, and logistical challenges that affect the professionalisation of teachers and, by extension, instructional quality in Nigerian schools.

Research Question Two: *What systemic, institutional, and policy-related challenges hinder the effective implementation of the TRCN regulatory framework across different educational contexts in Nigeria?*

Data collected from the 1,179 principals were analysed using descriptive statistics (means and standard deviations) to identify the perceived challenges affecting TRCN regulatory compliance. Table 2 summarises the findings.

Table 2: Systemic, Institutional, and Policy-Related Challenges to TRCN Implementation

Challenge Factor	Mean	Standard Deviation	Interpretation
Weak enforcement and monitoring	3.58	0.54	High
Limited access to CPD and training resources	3.41	0.61	High
Inadequate ICT and infrastructure for registration and licensure	3.29	0.65	Moderate-High
Financial constraints for teachers and schools	3.25	0.68	Moderate-High
Low awareness of TRCN policies among stakeholders	3.18	0.70	Moderate
Policy inconsistencies across states	3.05	0.73	Moderate

The analysis indicates that weak enforcement and monitoring emerged as the most significant challenge, with a mean of 3.58. Many principals reported that irregular inspections, limited capacity of TRCN field officers, and inconsistent application of sanctions reduce overall compliance with registration, certification, licensing, and CPD requirements. This highlights the need for stronger institutional oversight and accountability mechanisms (TRCN Enforcement Guidelines, 2017).

Limited access to CPD and training resources also posed a significant barrier (mean = 3.41). Schools in remote or under-resourced areas often struggle to provide teachers with professional development opportunities due to inadequate facilities, shortage of qualified facilitators, and logistical challenges. This limits teachers' ability to meet CPD requirements for licence renewal and hampers continuous professional growth (NIEPA, 2021).

Inadequate ICT infrastructure and poor facilities for registration and licensure processes (mean = 3.29) further restrict timely compliance, particularly in rural contexts. Delays in online registration, verification, and issuance of certificates reduce efficiency and increase administrative burdens for school leaders.

Financial constraints (mean = 3.25) also hinder compliance, as some teachers cannot afford examination fees, CPD activities, or licence renewal costs. Similarly, low awareness of TRCN policies among school administrators, teachers, and parents (mean = 3.18) results in inconsistent adherence and limited engagement with the regulatory framework.

Finally, policy inconsistencies across states (mean = 3.05) create confusion and uneven application of TRCN standards, particularly in cases where state education boards interpret federal guidelines differently.

The findings indicate that systemic, institutional, and policy-related challenges particularly weak enforcement, limited CPD access, infrastructural deficits, financial constraints, and policy inconsistencies significantly impede the effective implementation of the TRCN regulatory framework. Addressing these challenges is essential for enhancing teacher professionalism, ensuring compliance, and strengthening quality assurance across Nigerian schools.

Research Question Three: *What are the implications of these implementation challenges for teacher professionalism, instructional quality, and quality assurance in Nigeria's education sector?*

The data collected from 1,179 principals were analysed using descriptive statistics, particularly means and standard deviations, to evaluate the perceived impact of TRCN implementation challenges on teacher professionalism, instructional quality, and the overall quality assurance process. Table 3 presents the results.

Table 3: Implications of TRCN Implementation Challenges

Implication	Mean	Standard Deviation	Interpretation
Erosion of teacher professionalism	3.52	0.56	High
Reduced instructional effectiveness	3.47	0.59	High
Increased prevalence of unqualified teachers	3.35	0.63	Moderate-High
Weakening of quality assurance mechanisms	3.28	0.66	Moderate-High
Limited teacher motivation and commitment	3.20	0.68	Moderate
Uneven educational outcomes across schools	3.15	0.70	Moderate

The analysis shows that the most significant implication of TRCN implementation challenges is the erosion of teacher professionalism (mean = 3.52). Principals reported that weak enforcement, inadequate CPD participation, and inconsistencies in certification and licensing undermine teachers' adherence to professional standards, ethical behaviour, and pedagogical competence.

This finding underscores the link between regulatory compliance and the formal professionalisation of teaching (Freidson, 2001; Abbott, 1988).

Closely following, reduced instructional effectiveness (mean = 3.47) indicates that students' learning outcomes are adversely affected when teachers are inadequately trained, uncertified, or lack opportunities for professional development. Principals highlighted that classrooms with unlicensed or underqualified teachers often exhibit poor lesson planning, ineffective instructional delivery, and low learner engagement (Eze & Edinyang, 2019).

The increased prevalence of unqualified teachers (mean = 3.35) further compromises instructional quality. Schools that struggle to comply with TRCN requirements due to systemic, institutional, or policy-related challenges risk employing personnel who have not met the mandated professional standards. This not only diminishes teaching quality but also weakens public trust in the education system.

Weakening of quality assurance mechanisms (mean = 3.28) reflects the inability of TRCN and school management to fully monitor, evaluate, and enforce compliance across all schools. Principals noted that limited inspection capacity, poor ICT infrastructure, and inconsistent policy application reduce the effectiveness of oversight and accreditation processes.

Other observed implications include limited teacher motivation and commitment (mean = 3.20) and uneven educational outcomes across schools (mean = 3.15), which result from disparities in access to training, registration, and certification opportunities. These outcomes exacerbate inequalities in the education sector and highlight the urgent need for systemic interventions to strengthen the implementation of TRCN regulations.

The findings reveal that challenges in implementing the TRCN regulatory framework have significant negative consequences for teacher professionalism, instructional quality, and quality assurance in Nigerian schools. Addressing these challenges through improved enforcement, enhanced CPD access, infrastructural support, and consistent policy application is essential to realise the objectives of teacher regulation and professionalisation in Nigeria.

Hypotheses Testing

Hypothesis One (H_{01}): *There is no significant relationship between the level of implementation of the TRCN regulatory framework (registration, certification, licensing, and continuous professional development) and the level of teacher professionalism in Nigerian schools.*

To test this hypothesis, Pearson's correlation coefficient was computed to examine the relationship between the overall implementation level of the TRCN regulatory components and principals' assessment of teacher professionalism. The results are summarised in Table 4.

Table 4: Pearson's Correlation between TRCN Implementation and Teacher Professionalism

Variables	r	P-value	Interpretation
TRCN Implementation & Teacher Professionalism	0.68	0.000	Significant Positive Relationship

The analysis reveals a strong positive correlation ($r = 0.68$) between the level of implementation of the TRCN regulatory framework and teacher professionalism, with a p-value of 0.000, indicating statistical significance at the 0.05 level. This finding suggests that schools with higher compliance in teacher registration, certification, licensing, and continuous professional development tend to exhibit higher levels of teacher professionalism, including adherence to ethical standards, pedagogical competence, classroom management, and commitment to continuous learning.

The result leads to the rejection of the null hypothesis ($H_0 1$), confirming that the level of TRCN implementation is significantly related to teacher professionalism in Nigerian schools. In practical terms, this implies that strengthening the enforcement of registration, certification, licensing, and CPD requirements is likely to enhance teachers' professional behaviour and instructional effectiveness across the education sector.

The finding aligns with prior empirical studies (Eze & Edinyang, 2019; Musa & Abubakar, 2022), which demonstrated that regulatory compliance and structured professional development contribute positively to teachers' competence, accountability, and overall professionalism. It also reinforces Professionalisation Theory (Abbott, 1988; Freidson, 2001), which posits that formal regulation and adherence to professional standards are central to the development and recognition of occupational professionalism.

Hypothesis Two ($H_0 2$): *The systemic, institutional, and policy-related challenges identified do not have any significant effect on the effective implementation of the TRCN regulatory framework in Nigeria.*

To test this hypothesis, multiple regression analysis was conducted to determine the effect of identified challenges including weak enforcement, limited access to CPD, inadequate ICT infrastructure, financial constraints, low policy awareness, and policy inconsistencies on the effective implementation of the TRCN regulatory framework. The results are summarised in Table 5.

Table 5: Regression Analysis of Challenges on TRCN Implementation

Predictor Variables	β	t-value	p-value	Interpretation
Weak enforcement & monitoring	0.32	8.21	0.000	Significant Positive Effect
Limited CPD access	0.27	6.54	0.000	Significant Positive Effect
Inadequate ICT infrastructure	0.21	5.12	0.000	Significant Positive Effect
Financial constraints	0.19	4.68	0.000	Significant Positive Effect
Low policy awareness	0.16	3.97	0.000	Significant Positive Effect

Predictor Variables	β	t-value	p-value	Interpretation
Policy inconsistencies	0.14	3.45	0.001	Significant Positive Effect
R²	0.64			64% of variance in TRCN implementation explained

The regression results indicate that all the systemic, institutional, and policy-related challenges included in the model have significant effects on TRCN implementation, with p-values less than 0.05. Collectively, these challenges explain approximately 64% of the variance ($R^2 = 0.64$) in the effective implementation of teacher registration, certification, licensing, and CPD processes across Nigerian schools.

The strongest predictor is weak enforcement and monitoring ($\beta = 0.32$), highlighting that irregular inspections, inadequate regulatory oversight, and inconsistent application of sanctions significantly hinder compliance with TRCN requirements. Limited access to CPD ($\beta = 0.27$) and inadequate ICT infrastructure ($\beta = 0.21$) also substantially impede the timely completion of registration, certification, and licence renewal processes. Financial constraints, low awareness of TRCN policies, and policy inconsistencies further exacerbate implementation challenges, though their individual effects are relatively smaller.

These results lead to the rejection of the null hypothesis ($H_0 2$), confirming that systemic, institutional, and policy-related challenges significantly affect the effective implementation of the TRCN regulatory framework. The findings underscore the need for targeted interventions, including enhanced monitoring, increased access to professional development, improved infrastructure, financial support, and harmonisation of policies across states to strengthen regulatory compliance and promote teacher professionalism.

Hypothesis Three ($H_0 3$): *The challenges affecting TRCN implementation have no significant impact on instructional quality and overall quality assurance in Nigeria's education sector.*

To test this hypothesis, multiple regression analysis was conducted to examine the effect of systemic, institutional, and policy-related challenges including weak enforcement, limited CPD access, inadequate ICT infrastructure, financial constraints, low policy awareness, and policy inconsistencies on instructional quality and overall quality assurance in Nigerian schools. The results are presented in Table 6.

Table 6: Regression Analysis of TRCN Implementation Challenges on Instructional Quality and Quality Assurance

Predictor Variables	β	t-value	p-value	Interpretation
Weak enforcement & monitoring	0.34	8.65	0.000	Significant Positive Effect
Limited CPD access	0.29	7.12	0.000	Significant Positive Effect
Inadequate ICT infrastructure	0.23	5.48	0.000	Significant Positive Effect
Financial constraints	0.21	4.92	0.000	Significant Positive Effect
Low policy awareness	0.18	4.15	0.000	Significant Positive Effect
Policy inconsistencies	0.15	3.61	0.001	Significant Positive Effect

Predictor Variables	β	t-value	p-value	Interpretation
R^2	0.67			67% of variance in instructional quality explained

The analysis indicates that all the identified challenges have significant impacts on instructional quality and overall quality assurance, with p-values less than 0.05. Collectively, these factors account for approximately 67% of the variance ($R^2 = 0.67$) in instructional effectiveness, adherence to professional standards, and quality assurance processes across Nigerian schools.

The most influential factor is weak enforcement and monitoring ($\beta = 0.34$), demonstrating that schools with poor regulatory oversight often experience diminished teaching quality and lapses in adherence to professional standards. Limited access to CPD ($\beta = 0.29$) and inadequate ICT infrastructure ($\beta = 0.23$) also significantly hinder teachers' ability to update skills, implement effective instructional strategies, and comply with licensing and professional development requirements. Financial constraints, low awareness of TRCN policies, and policy inconsistencies further exacerbate these effects.

These results lead to the rejection of the null hypothesis (H_0), confirming that the systemic, institutional, and policy-related challenges affecting TRCN implementation significantly impact instructional quality and overall quality assurance in Nigerian schools. The findings highlight that addressing these challenges is essential for improving teaching standards, ensuring compliance with professional regulations, and maintaining the integrity of quality assurance mechanisms in the education sector.

Discussion of Findings

The findings of this study provide a comprehensive understanding of the implementation of the Teachers' Registration Council of Nigeria (TRCN) regulatory framework and its implications for teacher professionalism, instructional quality, and quality assurance across Nigerian schools. The study also sheds light on the systemic, institutional, and policy-related challenges that constrain effective implementation.

Implementation of TRCN Regulatory Framework

Analysis of Research Question One revealed that **teacher registration and certification are relatively well-implemented**, with high and moderate-to-high levels of compliance, respectively. This suggests that schools generally recognise the importance of formal registration and the Professional Qualifying Examination (PQE) in validating teachers' qualifications and professional competence. However, the study found **moderate implementation levels for teacher licensing and continuous professional development (CPD)**. This aligns with prior research (Eze & Edinyang, 2019; NIEPA, 2021) indicating that licensing and CPD requirements face practical challenges such as limited access to training, financial constraints, and uneven enforcement across states.

The findings for **Hypothesis One (H_0)** demonstrated a strong positive correlation ($r = 0.68$, $p < 0.05$) between TRCN implementation and teacher professionalism. This confirms that

compliance with regulatory requirements is significantly associated with higher levels of professional behaviour, pedagogical competence, ethical practice, and commitment to continuous learning. It underscores the relevance of **Professionalisation Theory** (Abbott, 1988; Freidson, 2001), which posits that formal regulation and adherence to standards are central to the recognition and development of occupational professionalism.

Systemic, Institutional, and Policy-Related Challenges

Research Question Two identified several barriers to effective TRCN implementation, including weak enforcement and monitoring, limited access to CPD, inadequate ICT infrastructure, financial constraints, low policy awareness, and inconsistencies across state education policies. These challenges were found to **significantly affect regulatory compliance**, as shown by the regression analysis for Hypothesis Two ($R^2 = 0.64$, $p < 0.05$). The findings suggest that while TRCN provides a robust regulatory framework, practical implementation is hampered by structural and institutional limitations, reinforcing the observations of Musa and Abubakar (2022) regarding enforcement gaps and infrastructural inadequacies.

The study also highlights that rural and under-resourced schools face greater obstacles in meeting TRCN requirements due to logistical difficulties, limited technology access, and insufficient professional development opportunities. These findings are consistent with prior empirical studies indicating that systemic disparities undermine uniform regulatory compliance and contribute to uneven professional standards across schools (FME, 2020; NIEPA, 2021).

Implications for Instructional Quality and Quality Assurance

Research Question Three explored the implications of these challenges for teacher professionalism, instructional quality, and quality assurance. The study found that inadequate implementation of TRCN regulations negatively impacts professional conduct, classroom effectiveness, and adherence to quality standards. Regression analysis for Hypothesis Three confirmed that the challenges significantly influence instructional quality and overall quality assurance, with an R^2 of 0.67 ($p < 0.05$). Principals reported that weak enforcement, poor access to CPD, and infrastructural deficits contribute to the employment of unqualified teachers, reduced instructional effectiveness, and inconsistencies in adherence to professional standards.

These findings align with the **Professionalisation Theory** and reinforce the argument that regulatory compliance is a prerequisite for teacher accountability, professional identity, and the maintenance of quality education. Failure to address implementation challenges compromises both teacher professionalism and students' learning outcomes, ultimately undermining national educational goals.

The study reveals that the TRCN regulatory framework is essential for standardising teacher qualifications, promoting professional competence, and enhancing quality assurance. However, systemic, institutional, and policy-related challenges significantly constrain its effectiveness. Schools that achieve higher levels of compliance through effective registration, certification, licensing, and CPD tend to exhibit stronger teacher professionalism and better instructional outcomes. Conversely, where regulatory requirements are poorly implemented, instructional

quality and quality assurance mechanisms are weakened, reinforcing educational disparities across the country.

The study highlights the critical need for **enhanced monitoring, equitable access to professional development, policy harmonisation across states, and infrastructural support** to strengthen the TRCN regulatory framework and maximise its impact on teacher professionalism and quality assurance in Nigeria.

Conclusion

This study critically evaluated the implementation of the Teachers' Registration Council of Nigeria (TRCN) regulatory framework and examined its implications for teacher professionalism, instructional quality, and quality assurance in Nigerian schools. The findings indicate that while components such as teacher registration and certification are relatively well implemented, licensing and continuous professional development face moderate compliance levels due to systemic, institutional, and policy-related challenges.

The study further established that the effective implementation of TRCN regulations is strongly associated with higher levels of teacher professionalism, including adherence to ethical standards, pedagogical competence, and commitment to lifelong learning. Conversely, weak enforcement, limited access to CPD, inadequate ICT infrastructure, financial constraints, low policy awareness, and policy inconsistencies significantly hinder regulatory compliance, resulting in diminished instructional quality, employment of underqualified teachers, and weakened quality assurance mechanisms across schools.

Overall, the findings underscore the critical role of TRCN as a regulatory body in professionalising teaching and ensuring educational quality. However, the effectiveness of its framework is contingent upon robust enforcement, equitable access to professional development, improved infrastructural support, and policy harmonisation across states. Addressing these challenges is essential for fostering a competent, ethical, and accountable teaching workforce capable of delivering quality education and sustaining national standards in Nigeria's education sector.

Recommendations

Based on the findings and conclusions of this study, the following recommendations are proposed to enhance the effective implementation of the TRCN regulatory framework and strengthen teacher professionalism, instructional quality, and quality assurance in Nigerian schools:

- 1. Strengthen Enforcement and Monitoring Mechanisms**

TRCN and relevant state education authorities should enhance regular inspections, monitoring visits, and compliance checks to ensure that all teachers are properly registered, certified, licensed, and engaged in continuous professional development. The adoption of technology-driven monitoring systems could improve efficiency and reduce lapses in enforcement.

- 2. Expand Access to Continuous Professional Development (CPD)**

Efforts should be made to provide equitable and affordable CPD opportunities for teachers across urban and rural areas. This could include online training platforms,

regional workshops, school-based in-service programs, and partnerships with higher education institutions to ensure that all teachers can meet CPD requirements for licence renewal and professional growth.

3. **Address Infrastructural and Technological Gaps**

Government and educational stakeholders should prioritise investment in ICT infrastructure, particularly in rural and under-resourced schools, to facilitate smooth registration, licensure, and professional development processes. Reliable internet access, computer facilities, and online registration platforms are essential to reduce delays and increase compliance.

4. **Enhance Policy Harmonisation and Awareness**

TRCN, in collaboration with state Ministries of Education, should harmonise policies and guidelines to eliminate inconsistencies across states. Additionally, awareness campaigns targeting school administrators, teachers, and community stakeholders are necessary to increase understanding of regulatory requirements and the benefits of compliance for teacher professionalism and instructional quality.

5. **Provide Financial Support and Incentives**

To reduce financial barriers that impede compliance, the government and TRCN could consider subsidising examination fees, CPD programs, and licence renewal costs for teachers in low-income or underserved areas. Incentives, such as recognition awards or career advancement opportunities, could also motivate teachers to comply fully with regulatory requirements.

6. **Foster Collaboration between TRCN and Educational Institutions**

Stronger partnerships between TRCN, universities, colleges of education, and teacher training institutions are essential to align preservice programmes with professional standards. Such collaboration ensures that new teachers are adequately prepared for registration, certification, and licensure upon graduation.

7. **Institutionalise Quality Assurance Mechanisms**

Schools should establish internal monitoring systems to track teacher compliance with TRCN requirements, evaluate instructional quality, and provide mentorship and support where gaps are identified. Integrating these mechanisms into school management practices will enhance accountability and sustain professional standards.

The successful implementation of these recommendations requires coordinated efforts among TRCN, federal and state education authorities, school administrators, and teachers themselves. By addressing enforcement, infrastructural, financial, and policy challenges, Nigeria can strengthen the professionalisation of teaching, improve instructional quality, and ensure robust quality assurance across its education sector.

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