Teacher quality, development and motivation in Nigeria

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ABSTRACT

The paper discusses teacher quality, development and motivation as pillars of teacher professionalization and critical determinants of educational quality. It started with analysis of the concepts and moves on to provide the international contexts and documents that guide the management of teacher quality, development and motivation. It then reviews the frameworks and level of implementation of these issues in Nigeria. At the end, the paper offered recommendations which among others are the need to domesticate and actualize international instruments regarding teacher professionalization, recognition and status; need to implement existing policies regarding teacher quality, development and motivation rather than creating new ones with little efforts to implement them; and synergy among the organisations involved in pre-service and on-going teacher professional development so as to reduce duplication, wastage of resources and lack of standardization of professional development programmes.

Keywords: Teacher quality, development, motivation, international frameworks, Nigeria.

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INTRODUCTION

The pillars of a sound teaching force are teacher quantity, quality, development and motivation. These variables or factors may therefore be regarded as *"the burning issues of all times"* in the teaching profession. In other words, every country and every human generation somehow must *perpetually* deal with these issues. Interestingly, society is in a state of flux. As best practices emerge, circumstances surface to render them obsolete and pose further challenges. This is very true especially of the present world variously called a global village, information society and knowledge economy. Such a world gives birth to new information and innovations literarily every day, leading to the need to regularly reinvent systems and strategies.

As pillars of teacher professionalism, teacher quality, development and motivation are interrelated but also distinctive as concepts. Each has its theoretical assumptions, structure or components, policies and implementation strategies. For these reasons, this paper examines each of the concepts one after the other, as the case may be and then discusses their implications for the education system.

Teacher quality

The Oxford Advanced Learner's Dictionary (6th Edition, 2001) defines quality as "the standard of something when it is compared to other things like it". According the Dictionary, quality basically speaks of "how good or bath something is". Invariably, teacher quality focuses on teacher competences. Nwokeocha stated the following regarding teacher competences:

These are the professional knowledge, skills, conduct and values expected of a qualified teacher. According to the Microsoft (2014) Dictionary, competences include terms such as proficiency, capabilities, know-hows, skills, experiences, aptitudes and abilities. Similarly, the WordNet 3.0 Dictionary of the Princeton University (2006) defines competence as "the quality of being adequately or well qualified physically and intellectually." Therefore, competences express the qualities and capabilities expected of teachers in order to be

able to achieve set educational objectives and goals; they are what the teachers should know and do and the way they should conduct themselves in ethical terms. (Nwokeocha, 2014a, p. xi)

Teacher development

Nwokeocha (2014b) defines teacher development as:

The process of preparing teachers to be fit and proper for effective discharge of their duties in the school system as facilitators of knowledge and managers of the various levels of the educational organisations. Professional development encompasses the pre-service and in-service dimensions of the teachers' preparation. The in-service dimension further entails on-the-job training (quality circles, workshops, seminars, conferences, and holiday programmes) and studies away from work in the form of trainings leading to higher academic qualifications.

In essence, teacher quality is principally a function of teacher development and the later has two interrelated phases - pre-service teacher education and what is commonly called on-going or Continuous Professional Development (CPD). In Nigeria as in most other parts of the world, the two phases of teacher development have their respective policies, regulatory framework and quality assurance mechanisms. Therefore, at a later stage, this paper captures some specific policies, regulatory framework and quality assurance mechanisms for each of the phases of teacher development.

Teacher motivation

Teacher motivation looks at "*how much of the individual and professional needs of teachers*" are met by society but most importantly by the school system. Theoretically, motivation is a socio-psychological issue that leverages on the "needs-structure" of an individual or group. Motivation creates in the individual or group the willingness to submit and exert highest efforts towards corporate, organisational or national goals. Like other professionals, teachers desire to meet their basic necessities of life through their earnings at work. They aspire for professional autonomy and enhanced political influence in the administration of education. They crave for better social status and recognition by society and above all, they dream of attaining self-actualisation through opportunities at the workplace. The extent to which the school system satisfies these desires, to that extent the school system could be said to be a motivating

environment.

CONNECTION BETWEEN TEACHER QUALITY, DEVELOPMENT AND MOTIVATION

It has been stated earlier in this paper that teacher quality, development and motivation are interrelated and constitute pillars of teacher professionalism. This section attempts to explain that connection. Teacher professionalism denotes capabilities or level of performance required of a teacher as a professional. Professions are noted for certain basic characteristics or criteria that set them apart from other vocations. Bullock and Trombley (1999) cited in Smith (2009:2) explains that "a profession arises when any trade or occupation transforms itself through 'the development of formal qualifications based upon education and examinations, the emergence of regulatory bodies with powers to admit and discipline members, and some degree of monopoly rights'". Thus professions are said to have characteristics, though there are disagreement among scholars about what exactly such characteristics are. However, the characteristics often cited include fairly long period of education, institutionalised training, cognitive base, skill based on theoretical expertise, testing of competence, induction of new members, continuing professional development, professional association, licensing, work autonomy, a code of ethics, credentials, specialisation, authority, compensation or rewards, prestige, power, autonomy, self-regulation, high status, public service, altruism, legal backing, monopoly, merit-based and accountability (Brown, 1992; Ingersoll and Perda, 2008; Smith, 2009; Rutledge, 2011).

Based on these characteristics, the professions take a further step to develop what is usually called professional or performance standards for members which prescribe the knowledge and skills that members must have and the attitude and values expected of them. Thus, professional standards are:

Statements about what is valued. As measures, standards will not only describe what teachers need to know and be able to do to put these values into practice; they will describe how attainment of that knowledge will be assessed, and what counts as meeting the standard. A standard, in the latter sense, is the level of performance on the criterion being assessed that is considered satisfactory in terms of the purpose of the evaluation. Teaching standards must identify the central tasks of teaching, and adapt to changing public expectations of schools. (Ingvarson, 2002:3).

Then, stating that teacher quality, development and motivation are pillars of teacher professionalism implies

that the tenets of teacher professional standards and the general characteristics expected of the teaching profession cannot be attained without these three concepts being present and reinforcing one another. Teacher quality can only be achieved through teacher development, which is usually broken into two – the *initial* and *continuing* teacher development. But the teacher also requires motivation in order to successfully undertake the professional development programmes and to also offer the best knowledge, skills and attitudes acquired from the programmes to the school system. Therefore, motivation is a concept that underlies a broad spectrum of the teacher's professional practice and engagements. The teacher will normally not exert best efforts in situations or programmes where motivation is minimal. Similarly, even a teacher with the required quality may not offer the best services if motivation is lacking. Consequently, while school managers are anxious to have teachers of high quality or struggle to improve quality through teacher development, they must ensure that motivation is driving the entire process. In other words, teacher quality is determined by both teacher development and motivation.

METHODOLOGY

This study relied primarily on extensive review of literature. The findings presented are abstracted from various sources at the international level and also within Nigeria. In the section on international frameworks for understanding teacher quality, development and motivation, references are made to specific international organisations that have published guidelines dealing with teacher quality, development and motivation. These publications clearly illustrate the ethical and professional contexts of teacher education and practice, and how best to guarantee teacher quality, development and motivation. The international organisations whose ideas are leading in these respects and which were cited include the UNESCO and its agencies, International Labour Organisation, Education International Commonwealth Ministers of Education, African Union and International Forum of Teaching Regulatory Authorities, to mention a few.

After citing the frameworks, the paper presented data on aspects of teacher quality, development and motivation as reported by some international organisations. The sources are well stated at the foot of the tables concerned and duly captured in the list of references of the paper. The paper also reviewed selected documents in Nigeria that have guided the handling of these teacher issues in Nigeria. The Teachers Registration Council of Nigeria (TRCN) is an agency of the Federal Ministry of Education established by an Act of the National Assembly to regulate and control teaching in Nigeria. Therefore, the publications, regulations and guidelines from TRCN are regarded as the authentic and statutory framework for teacher education and practice in the country.

It is based on the discussion of literature from the international organisations in general and Nigeria in particular as well as the experiences of the author as former TRCN Director that recommendations are made for Nigeria.

INTERNATIONAL FRAMEWORKS FOR UNDERSTANDING TEACHER QUALITY, DEVELOPMENT AND MOTIVATION

The global community has recognised teachers as the pivot of the education system. Therefore, a lot has been said and done at the international level to keep teacher quality, development and motivation at the front burner. A few examples of the global context and documents are cited here:

i) International Labour Organisation/UNESCO (1966) - *Recommendation Concerning the Status of Teachers.*
ii) UNESCO (1997) - *Recommendation Concerning the Status of Higher-Education Teaching Personnel.*
iii) International Labour Organisation (ILO)/UNESCO (2009) - Joint ILO/UNESCO Committee of Experts on the Application of the Recommendations Concerning Teaching Personnel.
iv) Commonwealth Teacher Recruitment Protocol of 2004 adopted by the Ministers of Education of the Commonwealth nations aimed at ending the exploitation of teachers across international boundaries and also intended to protect the integrity of the education systems of both donor and receiving countries (Commonwealth, 2004).
v) The Millennium Development Goals (MDGs) established in 2000 implies an important place for teachers while emphasizing "Education for All" and now the Sustainable Development Goals (SDGs) especially SDG4 which is about inclusive and quality education for all by the year 2030 (UN, 2016).
vi) The African Union's "Second Decade of Education for Africa" (2006-2015) which listed teacher development as one of the key themes of the Second Decade (African Union 2006). In respect of teacher development, it states the goal to be: "To ensure the provision of sufficient teachers to meet the demands of education systems and to ensure that all teachers are properly qualified and possess the relevant knowledge, skills and attitudes to teach effectively. Teachers should also be properly supported and adequately remunerated, to ensure high levels of motivation." The African Union has also created what it called Continental Education Strategy for Africa 2016-2025 (CESA 16-25) and Agenda 2063 which clearly show the goals and aspirations of the African continent in the context of the SDG 2030 and beyond (African Union,

2015, 2016). These Strategies and Agenda have education and the teacher as the fulcrums.

vi) Education International (2005) which started early in the last decade to worry about "*Post -2015 Education and Development Framework"* and therefore advocated greater emphasis on and resources for teachers.

vii) Education International (2007) which studied "*Teacher Supply, Recruitment and Retention in Six Anglophone Sub-Saharan African Countries" -* The Gambia, Kenya, Lesotho, Tanzania, Uganda and Zambia. The study revealed the various dimensions of teacher exploitation in these countries particularly under the guise of contract or part-time teachers. It makes one of the strongest cases ever for the bridging of the gap between teacher demand and teacher supply using qualified teachers and appropriate employment conditions.

viii) The establishment of teaching regulatory councils or agencies across the continents mostly from the 2000s to regulate and professionalise teaching. This has led to the development of continental and global forums of teaching regulatory authorities working across international borders to ensure that teachers are adequately prepared, registered, licensed and fully professionalized.

ix) UNESCO Institute for Statistics (2013) – This has projected the quantity of qualified teachers needed from 2015 to 2030.

x) The African Union and UNESCO's effort to raise Teacher Professional Development and Qualification Framework for West Africa (Nwokeocha, 2014b).

xi) International (World) Forum of Teaching Regulatory Authorities, IFTRA – This international organization carried out a survey of policies and practices of Teacher Continuous Professional Development in fifteen countries/jurisdictions in order to determine the prevailing best practices (Nwokeocha, 2014c).

FINDINGS OF THE OECD ON TEACHER DEVELOP-MENT

Generally, teacher quality, development and motivation have varied across the globe. In some parts of the world, these are high and in others they are low. For instance, in the developed countries of Europe and America and even in Asian countries like South Korea and Singapore, teachers are believed to have very high quality, receive better professional development and are highly motivated whereas in teachers in the developing parts of the world including Nigeria, the teachers still have a long way to go in actualising the desired quality, development and motivation. In this section, data from the Organisation for Economic Cooperation and Development, OECD (2009) is presented to show, as an example, the variation among countries in terms of professional development issues. Still, the level attained by the OECD countries in terms of teacher development is considered higher than what

obtains in the developing countries of Africa, including Nigeria.

Tables 1 and 2 show the findings of a survey of 23 countries by OECD (2009). The survey revealed the rate of teachers' participation in CPD programmes and the most frequent CPD programmes undertaken by teachers.

TEACHER QUALITY, DEVELOPMENT AND MOTIVA-TION IN NIGERIA: REVIEW OF TRCN FRAMEWORKS AND THE REALITIES ON GROUND

Teacher quality

Two important documents clearly define competences (quality) for practising teachers in Nigeria. These are the *Professional Standards for Nigerian Teachers,* PSNT (TRCN, 2008) and the "*Teacher Competences and Performance Indicators: A Study of Nigeria and The Gambia"* (Nwokeocha, 2014b) being a study commissioned by the African Union and UNESCO. The PSNT has eighty four (84) standards or principles that professional teachers must aspire to meet. These standards are grouped into four, namely: (a) Professional knowledge – what the teacher ought to know; (b) Professional skill – what the teacher shall do; (c) Professional values, attitudes and conduct; and (d) Professional membership obligations. On the other hand, the Teacher Competences and Performance Indicators are products of consensus among the critical stakeholders in Nigeria regarding the skills expected of basic and secondary education teachers in the following respects: (a) Course/Lesson Preparation; (b) Course/Subject Teaching; (c) Learning Assessment; and (d) After-School and Out-of-School Activities/Extra-curricular Activities. These competences and their indicators have also been incorporated by UNESCO into the Teacher Qualification Framework being developed for West Africa.

Professional development

As explained earlier, teacher professional development has two components – the pre-service teacher education and the on-going or continuous professional development (CPD). Nigeria is notable for its sophisticated regulatory frameworks and boasts of the largest education system in Africa. Therefore, pre-service teacher education which takes place only at the tertiary level of the education system is supervised by either the National Universities Commission (NUC) for universities or the National Commission for Colleges of Education (NCCE) for colleges of education. In addition, the Teachers Registration Council of Nigeria (TRCN) is established by law to regulate and control the teaching profession at all levels of the education system throughout Nigeria. This

Table 1. Participation of teachers in professional development in the previous 18 months (2007-2008**)** (Participation rates, average number of days and average of compulsory days of professional development undertaken by teachers of lower secondary education in the 18 months prior to the survey).

Country	Percentage of teachers who undertook some professional development in the previous 18 months		Average days of professional development across all teachers		Average days of professional development among those who participated		Average percentage of professional development days taken that were compulsory	
	%	S.E.	Mean	S.E.	Mean	S.E	%	S.E.
Australia	96 .7	0.43	8 .7	0.19	9 .0	0 .20	47 .3	1 .17
Austria	96 .6	0 .37	10 .5	0 .17	10 .9	0 .16	31 .4	0 .66
Belgium	90 .3	0 .73	8 .0	0 .38	8 .8	0 .42	33 .6	0 .95
Brazil	83 .0	1 .21	17 .3	0 .70	20 .8	0 .79	40 .2	1 .17
Bulgaria	88 .3	1 .17	27 .2	1 .65	30 .8	2 .04	46 .9	2 .11
Denmark	75 .6	1 .26	9 .8	0 .34	12 .9	0 .40	34 .6	1 .43
Estonia	92 .7	0 .50	13 .1	0 .29	14 .2	0 .31	49 .2	1 .20
Hungary	86 .9	1 .77	14 .5	0 .50	16 .7	0 .41	46 .1	1 .58
Iceland	77 .1	1 .10	10 .7	0 .44	13 .9	0 .56	49 .9	1 .30
Ireland	89 .7	0 .78	5 .6	0 .21	6 .2	0 .21	41 .4	0 .99
Italy	84 .6	0 .76	26 .6	0 .98	31 .4	1 .17	40 .0	1 .08
Korea	91 .9	0 .59	30 .0	0 .57	32 .7	0 .55	46 .9	0 .85
Lithuania	95 .5	0 .40	11 .2	0 .21	11 .8	0 .21	56 .6	0 .98
Malaysia	91 .7	0 .67	11 .0	0 .32	11 .9	0 .33	88 .1	0 .64
Malta	94 .1	0 .75	7 .3	0 .25	7 .8	0 .26	78 .4	1 .07
Mexico	91 .5	0 .60	34 .0	1 .60	37 .1	1 .78	66 .4	1 .22
Norway	86 .7	0 .87	9 .2	0 .30	10 .6	0 .34	55 .5	1 .25
Poland	90 .4	0 .67	26 .1	1 .10	28 .9	1 .20	41 .0	1 .14
Portugal	85 .8	0 .87	18 .5	0 .89	21 .6	1 .01	35 .1	0 .99
Slovak Republic	75 .0	1 .13	7 .2	0 .30	9 .6	0 .38	44 .1	1 .19
Slovenia	96 .9	0 .35	8 .3	0 .20	8 .6	0 .20	60 .5	0 .93
Spain	100 .0	0 .03	25 .6	0 .51	25 .6	0 .51	66 .8	0 .99
Turkey	74 .8	2 .09	11 .2	0 .52	14 .9	0 .65	72 .8	1 .65
Average	88 .5	0 .20	15 .3	0 .14	17 .3	0 .16	51 .0	0 .25

Source: Adapted from the Organisation for Economic Cooperation and Development (OECD, 2009:80) http://dx.doi.org/10.1787/607807256201.

implies that TRCN has concurrent powers to "monitor, supervise and accredit" teacher education programmes just like the NUC and NCCE. However, it is emphasized that while the NUC and NCCE cover the "academic and institutional" dimensions of teacher education, TRCN focuses more on the professional aspects of teacher preparation. Furthermore, while the NUC and NCCE's responsibilities end with pre-service teacher education, the TRCN's statutory mandate extends to the on-going professional development of teachers, the professional ethics, teacher motivation, and all other professional requirements for teachers.

In the arena of CPD, there are several actors and among them are:

i. Teachers Registration Council of Nigeria (TRCN) which, like other professional regulatory agencies, is concerned with implementing capacity building programmes for its members.
ii. National Teachers Institute (NTI) established for the production of teachers especially helping unqualified teachers who are already in the school system to obtain qualified teacher status. The Institute uses the Open and Distance Learning (ODL) approach and capacity building workshops among other strategies to implement its mandates.
iii. National Institute for Educational Administration and Planning (NIEPA) which has mandate to build the capacity of educational administrators and planners throughout Nigeria.
iv. Universal Basic Education Commission (UBEC) which disburses very important national funds to states with guidelines and supervisory roles to ensure that teachers of basic education throughout Nigeria receive significant on-going professional development.
v. Others are employers of teachers, teachers unions, international development partners, etc.

A major criticism of Nigeria's pre-service teacher education is that it is far more theoretical than practical. Most beginning teachers are said to lack the essential teaching skills thereby creating a situation that could be called a skills gap. Obviously, the teaching practice has not been receiving adequate attention in addition to other factors thought to be responsible for the gap. The skills gap therefore is a very serious problem that must be

Table 2. Impact of different types of professional development undertaken by teachers 2007-2008 (Percentage of teachers of lower secondary education reporting that the professional development undertaken in the previous 18 months had a moderate or high impact upon their development as teachers).

Country	Courses and workshops	Education conferences and seminars	Qualification programmes	Observation visits to other schools	Professional development network	Individual and collaborative research	Mentoring and peer observation	Reading professional literature	Informal dialogue to improve teaching
	%	%	%	%	%	%	%	%	%
Australia	78 .5	67 .6	78 .6	72 .2	73 .5	85 .8	72 .5	66 .4	86 .0
Austria	75 .7	55 .5	89 .0	61 .0	68 .6	88 .4	72 .7	82 .4	84 .9
Belgium	52 .9	42 .6	67 .0	47 .0	53 .9	67 .6	48 .1	57 .8	71 .7
Brazil	76 .1	72 .9	89 .9	67 .5	73 .4	80 .9	65 .8	82 .6	76 .5
Bulgaria	84 .2	80 .6	88 .0	79 .3	86 .2	87 .1	86 .0	92 .3	86 .3
Denmark	86 .0	82 .9	96 .8	83 .6	88 .1	94 .6	78 .7	84 .9	92 .8
Estonia	86 .4	70 .4	90 .4	69 .9	84 .3	90 .5	76 .8	87 .3	81 .8
Hungary	86 .0	78 .2	93 .1	81 .4	84 .8	93 .8	91 .1	92 .6	92 .9
Iceland	83 .0	73 .7	92 .4	80 .5	90 .6	94 .2	77 .8	88 .7	91 .8
Ireland	81 .9	74 .5	92 .5	81 .0	78 .7	86 .8	71 .3	71 .0	83 .0
Italy	81 .9	78 .5	86 .8	82 .6	86 .6	95 .1	89 .6	90 .9	90 .6
Korea	79 .2	75 .1	84 .2	65 .2	85 .4	89 .9	69 .5	77 .4	85 .8
Lithuania	91 .4	83 .2	88 .2	90 .7	90 .0	91 .4	85 .2	96 .2	92 .0
Malaysia	94 .4	89 .1	95 .0	87 .6	90 .3	88 .8	89 .9	86 .4	92 .2
Malta	73 .9	70 .0	94 .4	69 .8	75 .2	89 .8	67 .8	78 .1	84 .3
Mexico	85 .4	82 .2	91 .3	77 .7	81 .3	91 .0	78 .3	84 .0	81 .6
Norway	79 .3	73 .7	93 .7	71 .9	81 .1	95 .3	77 .9	78 .1	95 .7
Poland	86 .3	75 .8	92 .1	78 .2	88 .3	92 .8	77 .9	93 .4	90 .0
Portugal	82 .8	73 .0	87 .0	67 .4	80 .7	94 .0	87 .6	78 .9	88 .1
Slovak Republic	75 .5	75 .9	83 .0	66 .0	78 .0	83 .8	78 .6	88 .8	85 .9
Slovenia	83 .3	78 .6	80 .2	77 .3	64 .1	89 .9	76 .1	81 .5	87 .0
Spain	76 .5	71 .8	73 .1	76 .2	81 .5	89 .9	81 .1	74 .4	80 .2
Turkey	72 .9	74 .1	79 .3	87 .8	80 .5	92 .3	84 .8	91 .3	92 .8
Average	80 .6	73 .9	87 .2	74 .9	80 .2	89 .3	77 .6	82 .8	86 .7

Source: Adapted from the Organisation for Economic Cooperation and Development (OECD, 2009:86).

addressed using the on-going professional development programmes.

Nigeria's National Policy on Education and extant regulations by TRCN makes the Nigeria Certificate in Education (NCE) the minimum national teaching qualification. The NCE is also the key qualification for teachers at the basic level of the Nigerian education system. The Bachelor's degree in Education is expected to be the norm for teachers at the senior secondary education level.

The mandates of TRCN empower it to accredit the providers of CPD for teachers but the CPD providers are not adequately submitting to accreditation by TRCN. Part of the problem is that

most of the providers are also government agencies that might be feeling they are competent to do what they wish to do but these results in lack of coordination, standardisation and national database of the CPDs that take place in the country, which was intended by the laws that established the TRCN. The National Council on Education (the highest policy making body in education in Nigeria) at its 2014 meeting in Ibadan took a serious look at such lack of collaboration with TRCN by CPD providers and directed NTI to work more closely with TRCN with a view to ensuring that the bulk of capacity building programmes being delivered by the NTI complies with guidelines and standards set by the latter. The NTI and TRCN therefore came up with memorandum of understanding and the two organisations started in 2015 to implement the decision of the National Council on Education. It is expected that other service providers will do likewise.

TRCN (2008) published a Framework on Mandatory Continuing Professional Development of teachers. One of the requirements of the Framework is that service providers should apply to TRCN and make transparent the details of their training programmes. This would enable TRCN to assign credits to the training. At the end of the training, data of participants are expected to be sent by the service providers to TRCN for computerisation and integration with the teacher Registration data that TRCN already holds - by the end of 2014, TRCN is holding the data of at least one million registered teachers and most of them are equally being licensed legally to teach in accordance with the laws of the Federal Republic of Nigeria which has legally recognised teaching as a profession.

Based on the regulation provided by TRCN, teachers are expected to earn credits for any approved or qualitative professional development programme attended and such credits should count towards teacher recertification by TRCN, teacher promotion, appointment into leadership position, and so forth. Table 3 gives the format of credits that teachers could earn from CPD and structure of expected capacity building programmes, according to TRCN.

Table 3. CPD credits expected of each teacher in three years.

Programme	Teaching levels /credit units		
	Primary	Secondary	Tertiary
TRCN capacity building Workshops and Roundtables	28	28	20
Annual Conference of Registered Teachers	20	20	28
Approved Stakeholders' Seminars and Workshops	20	20	20
Minimum credits to be earned within three years	68	68	68

Source: TRCN (2008).

The TRCN (2008) CPD Framework also gives the scope of on-going professional development courses that service providers may choose from as follows:

Core focus of CPD:

i. National Policy on Education
ii. Historical Foundations of Nigerian Education
iii. Teacher Education in Nigeria: Past, Present and Future
iv. Sociology of Education
v. Professionalisation of Teaching in Nigeria
vi. Citizenship Education
vii. Philosophy of Nigerian Education
viii. Psychological Foundations of Education
ix. Theories of Learning
x. Curriculum Development
xi. Instructional Methodology
xii. Educational, Information and Communication Technology
xiii. Instructional Communication, Language and Communication Skills
xiv. Measurement and Evaluation
xv. Educational Research and Statistics
xvi. Educational Management
xvii. Professional Ethics
xviii. Education of Persons with Special Needs
xix. Comparative Education
xx. Subject Content and Methodology
xxi. Micro Teaching/Teaching Practicum
xxii. Mentoring Practices

Emerging issues:

i. Teaching in Mother Tongue
ii. Learner-Friendly Teaching Strategies
iii. Management of Large Classes
iv. Open and Distance Education
v. Gender and Child Rights Protection/Gender Sensitivity
vi. Eradication of Examination Malpractice
vii. Community Accountability and Transparency Initiative (CATI)
viii. HIV/AIDS Prevention and Management
ix. School-Based Professional Development Approaches
x. Multi-grade Teaching Techniques
xi. Information Literacy Skills

It is relevant to mention that TRCN is headquarters of the Africa Federation of Teaching Regulatory Authorities (AFTRA) and also a member of the International (World) Forum of Teaching Regulatory Authorities (IFTRA). Therefore within the African continent and across the world, teaching councils (teaching regulatory authorities) recognise TRCN as the sole authorised body that they deal with whenever they have to register a Nigerian abroad as a teacher. Thus, teachers' professional certificates, licenses, accreditation and attestations issued to teachers by TRCN are not only the key legal instruments recognised in Nigeria for professional teachers but they are also highly rated by teaching councils around the world. Nigerians wishing to teach abroad will find it relatively difficult to obtain license to teach in the foreign countries if they do not possess teacher professional registration or attestation from TRCN.

Teacher motivation

The issue of teacher motivation has generated several industrial actions in Nigeria and yet remains not fully resolved. The Nigeria Union of Teachers (NUT) which is the key voice for teachers at the basic and secondary education levels in Nigeria has consistently made demands for a specific Teachers Salary Structure. But the best the teachers got after efforts in the past decades is the payment of an allowance of 27.5% of basic salary in addition to their salaries every month. Though this is a far cry from what the teachers demanded, it nevertheless implies that teachers in the public sector now earn more than the regular civil servants. The NUT equally had demanded for a retirement age of 65 years so as to be at par with teachers in the tertiary institutions but this has hardly received attention from government.

Generally however, other conditions of service have continued to agitate the minds of teachers. Among them are delays in promotion, and in the payment of promotion arrears, leave allowances and other benefits. There is also the issue of debilitating office and classroom environments – this led the NUT to develop a "warning slogan" that says "*the working environment of the teacher is the learning environment of the student*". This implies that no quality learning could come out of poor teachers' working environment. Teachers also basically lack instructional materials and often science teachers are said to lack reagents and necessary facilities to effectively deliver their lessons. Therefore, efforts to enhance teacher motivation in Nigeria are expected to focus on these issues.

CONCLUSION AND RECOMMENDATIONS

This paper looked at salient issues constituting teacher quality, development and motivation. It had an overview of some of the efforts at the international level that are propelling the relevant policies and strategies. It also captured the Nigerian scenario. It is important to note that Nigeria has a very large education system, the largest in Africa. It also has sophisticated regulatory instruments. Nevertheless, it is often said that Nigeria's problem is not the making of policies (because these are made relatively fast and easy) but the problem is implementation. Therefore, there should be concerted efforts towards policy implementation rather than the development of more policies except where this is inevitable. There is also need for synergy among the relevant governmental and private organisations that deal with teacher quality, development and motivation. Furthermore, TRCN as the regulatory agency should be empowered to ensure compliance of other agencies involved in teacher professional development with its national framework to standardize and streamline training programmes, develop national data base and link teachers' CPD with their renewal of licensing, promotion and other important career issues.

In view of the facts raised in the paper, the following are recommended:

i. The implementation of existing policies regarding teacher quality, development and motivation should be pursued with vigour and given priority over the creation of new policies except where critically necessary.
ii. Synergy among the organisations involved in pre-service and on-going teacher professional development should be enhanced to reduce duplication, wastage of resources and lack of standardization of professional development programmes.
iii. TRCN should be empowered through increased political support and enhanced resources from government so as to be able to effectively discharge its mandates with regards to regulation of teacher quality, standards and development.
iv. It is critical to develop national data base of teachers and be able to link CPD accomplishments of teachers to their renewal of licenses, promotion, appointment into headship positions and overall career growth.
v. Government should pay attention to the demands by teachers which have gone unheeded over the years and adversely affected their morale. These include demands for separate teachers' salary structure as in the medical and other professions, retirement age of 65 years and enhancement in their general conditions of work.
vi. Nigeria should domesticate and actualize international instruments regarding teacher professionalization, recognition and status.
vii. Teacher quality in Nigeria should be strengthened using the Professional Standards for Nigerian Teachers as key instrument.

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