CHAPTER ONE

INTRODUCTION

Background to the Study

In Nigeria as in several countries of the world, there is increased attention on improving the quality of education in schools. The Global Monitoring Report (United Nations Educational Scientific and Cultural Organisation, (UNESCO,2014a) heightened this when it reported that many countries are far from achieving quality education because one third of the world's primary school age children are not learning the basics, let alone the further skills they need to get decent work and lead fulfilling lives. Another report by the Global Partnership for Quality Education (2014) indicated that the quality of learning among children in Sub-Saharan Africa is quite low, so there is need to provide quality education that has at its centre on quality teaching and learning to make citizens of the nations compete favourably in the 21st century.

The reality of quality teaching and learning is that learners must be taught to develop a complex skill set that prepares them for further schooling, responsible citizenship, international competitiveness, the demands of the workplace and life-long learning (World Bank, 2013; Ivowi, 2014). This notion of being taught implies that it is the teachers who should teach the learners the 21st century skills. If teachers must teach the requisite skills for learners to become global citizens, the teachers must be professionals of the highest standards. Unfortunately, it appears that many nations of the world lack such teachers. Teacher shortages, incompetence, academic quality of individuals entering the teaching profession, high number of teachers leaving the profession and growing criticism of current traditional teacher professional development seem to pervade many nations of the

world including Nigeria. Even more frightening is the statistics of UNESCO (2013) on the global shortage of professional teachers which threatens quality education. UNESCO estimates that the shortage of professional teachers will be approximately 30% to 50% by the year 2020 as new teachers would leave the profession within the first 5 years. Commenting on UNESCO's report, United States Agency for International Development (USAID, 2013) stated on 5th October 2010, World Teachers' Day, members of the United Nations noted that the world needed recovery from the educational crisis it was going through, and declared that 'An education system is only as good as its teachers so recovery begins with quality teachers" (USAID, 2013, p.4). Teaching is known to be at the heart of education, so one of the most important actions any nation can take to improve education is to strengthen the teaching profession. It is therefore not surprising that currently, the field of education globally is deeply characterized by a focus on improving the quality of teachers. In addition, because the general public, and teachers themselves, appear to question the quality of teachers in the system, a strong consensus has developed both inside and outside the field regarding the need for professionalization of teaching as a major approach to raising the quality of teaching (Atagi, 2011; European Commission, 2014; Lassa, 2014; National Board for Professional Teaching Standards, 2015; Nwokeocha, 2014).

Professionalization of teaching is a social process by which the teachers, as members of a noble profession are transformed into true professionals of the highest integrity and competence (Wokocha, 2014). According to Suzukia (2014), it is a process in which teachers as a professional group pursue, develop, acquire and maintain more characteristics of a profession. This process tends to involve establishing acceptable qualifications and standards, a professional body or association to oversee the conduct of members of the teaching profession and some

degree of demarcation of the qualified from unqualified teachers. For the purposes of this study, professionalization of teaching is defined as process of raising the professional status of teaching as well as ensuring the achievement of the highest standards in the teaching profession based upon the professional formation, knowledge, ethics, skill and values. It emphasizes the development of a professional body that regulates entrance and development in the profession so that the profession can safeguard its quality and professional autonomy.

One of the indicators of professionalization of teaching is the existence of relevant policies. Bass (2014) described policy as a programme of action, or a set of guidelines that determine how one should proceed given a particular set of circumstances. Zajda (2015) defined a policy as a deliberate plan of action to guide decisions and achieve rational outcome(s) (to be) adopted by government, schools, party, person, among others. These definitions indicate that policies are statements of what ought to happen, mandates, guidelines, rules and regulations, which are formulated, to monitor and regulate the teaching profession.

In Nigeria, there has been an emphasis on some policies to ensure professionalization of teaching since the advent of the missionaries and colonialism. According to Iman (2012), the missionaries and colonial masters established schools which necessitated the establishment of teacher training schools to train teachers who would become professionals. Even though they paid less emphasis to content and pedagogy in teacher training, they paved the way for several ordinances, reports and policies towards the professionalization of teaching in Nigeria. Importantly, the National Policy on Education (Federal Republic Nigeria, 2004) reiterated that all teachers in educational institutions shall be professionally qualified and that teaching is a legally recognized profession in Nigeria. This policy supports the action of the Federal Government which set up

the Teachers' Registration Council of Nigeria (TRCN) in 1993 to control and regulate the professionalization of teaching. The Teachers Registration Council of Nigeria (TRCN) is an agency of the Federal Ministry of Education of Nigeria. It was established by the TRCN Decree N0. 31 of 1993 (now TRCN Act CAP T3 of 2004). The major mandates are the regulation and control of the teaching profession at all levels of the Nigerian Education system.

To achieve these major mandates, the TRCN highlighted some policy mandates that would facilitate the professionalization of teaching which includes among others are:

1. Registration and licensing of qualified teachers as well as publication of a register of qualified and licensed teachers in Nigeria in hard copies and available through the World Wide Web.

2. Organisation of Internship Schemes and induction programmes for fresh Education graduates to equip them with the necessary professional skills before licensing them for full professional practice.

3. Conduct of professional examinations and interviews to determine teachers that are suitable for registration and establishment of national minimum standards for and execution of Mandatory Continuing Professional Development (MCPD).

4. Organisation of Annual Conference for Registered Teachers to keep teachers abreast of developments in the theory and practice of the profession.

Registration is the admittance of qualified persons in a profession on an official list for quality; it provides a public assurance that an individual teacher has the qualifications, skills and character suitable for joining and remaining in the teaching profession. It is in realization of the importance of teachers to the society, that made the Federal Government of Nigeria to take giant stride towards

professionalization of teaching and teacher registration is to separate the qualified teachers from the unqualified ones. In Anambra state, education graduates are registered at their various institutions after payment of only registration fees. Licensing is the legal process of permitting a person to practice a trade or profession once he or she has met certification standards (Gilory, 2014).

Mandatory Continuing Professional Development (MCPD), involves aiding teachers to build new pedagogies and practices and helping them develop their expertise in the field   Through MCPD, teachers improve on their knowledge of the subject matters; get acquainted to new skills, knowledge and new roles which they will use to increase on their competency and be abreast of time. Professional development is defined as the process of improving staff skills and competencies needed to produce outstanding educational results for students (Hassel, 1999). In same vein, Guskey (2000), stated that professional development is the key to meeting today's educational demands because it will help to deepens teachers content knowledge, provides relevant current pedagogical skills, and opportunities for practice and research.

Internship is an opportunity to integrate career related experience into an undergraduate education by participating in planned supervision. During internship, the interns are integrated into classroom education with practical experience. The purpose is to enable graduate teachers to develop their professional knowledge and professional skills. In the views of Teacher Registration Board, of Queensland (2003), internship is an extended field based and   context   responsive   professional   learning   experiences   negotiated collaboratively by stakeholders in the culminating phase of pre service teacher preparation. They maintained that the interns are mentored and immersed in a

broad range of teacher's professional work activities. Through internship, student's teachers feel confident, well informed and professionally ready to take on their own class of learners. TRCN prepared a code of conducts for teachers (TRCN, 2004), since the roles teachers play in social, economic and political growth of the nation, the Nigeria Government devised some strategies to reposition teaching as a noble profession in Nigeria. According to Durosaro, (2004), the establishment of the TRCN with a mandate is to ensure that only professionally qualified teachers are employed in our schools and the production of a code of conducts are in the bid to ensure that the teaching profession attains a lofty height of operation.

The TRCN also indicated that it will continuously initiate/drive public policies and practices in order for Nigerian teachers to compete favourably globally. This is to be done through teacher participation in international conferences, production of an international journal for professional teachers, and training teachers on the use of Information and Communications Technology. It will also adapt and localise international best practices in achieving excellence (Wokocha, 2014).

The TRCN recognized the role of teacher education institutions, State Ministries of Education, Post Primary Schools Services Commission (PPSSC), State Universal Basic Education Boards (SUBEBS), Local Government Education Authorities, the Nigerian Union of Teachers (NUT) and the teachers themselves in achieving the policy objectives (TRCN, 2012). It also proposes that these stakeholders should be involved fully in monitoring regulatory standards to ensure that they are in line with established policies. So these stakeholders partner with the TRCN for policy implementation. Policy implementation refers to the execution of established policies. Babalola (2012) defined it as the process of converting finance, materials, technical and human inputs into outputs as required by policy documents. European Trade Union Committee for Education (ETUCE, 2013) described policy

implementation as the carrying out of set out programmes and activities with a view to achieving desired levels of attainment preferably expressed in terms of observable outcomes. It is the stage when policy statements are translated into action to achieve desired objectives.

These established policy mandates enacted by the TRCN are in the areas of induction, registration, accreditation, licensing, professional examinations, professional ethics etc to promote quality in education. The present study is particularly interested in the implementation of the TRCN mandates in the context of teachers in primary and secondary levels of education in Anambra state. This is because these levels of education are considered among the most important public education investment areas in Nigeria. The reason is that primary and secondary levels are seen as the foundations of education that provide opportunity for a child to acquire additional knowledge, skills, and traits for functional living (Obanya, 2014; Obioma & Chimaraoke, 2014; World Bank, 2005). It is likened to the key which opens to success or failure of the whole educational system as it has the potentials to prepare learners for employment as well as for higher education.

Generally, the implementation of the TRCN policy mandates on the professionalization of teaching at the primary and secondary levels is a very crucial step. This is because it will, through the proper teacher control and regulation measures, ensure that the teachers entering the primary and secondary education levels and those already there are of high quality. Consequently, the standard of education will be improved. Efforts must be made to translate the stated policy mandates into action. Shofoyeke, Omotayo and Ikuerowo (2014) noted that despite TRCN policy mandates 53% of secondary school teachers are still without formal teaching qualification to cope with the demands of the growing school age population. In Anambra state, there are speculations that the teachers employed

lack the basic teaching qualifications and skills for effective teaching and learning and for promotion of quality in schools, that the State Education Boards do not consider the TRCN policy mandates in their recruitment and promotion exercises and that TRCN lack adequate capacity for teachers' professional development; is slow in the processes of teacher licensing and is inefficient in the MCPD. Furthermore, it is believed that the violations of professional ethics and non-adherence to professional standards threaten quality teaching in the schools (Agih, 2013). It thus appears that even though the TRCN has enunciated sound policy mandates, the extent of the implementation of the mandates in primary and secondary schools in Nigeria especially in Anambra state is being queried. It is against this background that it has become necessary for the present study to empirically determine the extent of the implementation of the TRCN mandates in primary and secondary schools in Anambra State.

Statement of the Problem

The importance and place of teachers in the education process is highly priced by all nations of the world because teachers are the pivot on which the educational process rests. Little wonders why the Federal Government of Nigeria clearly stated that no education education can rise above the quality of its teachers. Thus, for teachers to be of quality and learners to become global citizens, it demands that teachers become professionals of the highest order. For this purpose the Federal Government of Nigeria (1993) set up the Teachers' Registration Council of Nigeria (TRCN) to enhance professionalization of teaching in Nigeria. The TRCN enacted series of policy mandates covering the areas of induction, registration, licensing, monitoring, accreditation, professional development, professional ethics and standards for the teachers. Despite the introduction of these policy mandates, several controversies still trail the teaching profession. Although, Wokocha (2014)

and Nwokeocha (2014) indicated that the TRCN policy mandates had significant impact on all aspects of teacher education, licensing, professional ethics and professional development and are for quality improvement but some authors have argued that the TRCN policy mandates have not led to significant improvements in the teaching profession (Igbinedion, 2014; Obanya, 2014).

The researcher observed that those employed seem not to have the necessary qualifications to be in the profession while a good number of teachers seem not to be aware that the council has produced booklets on Professional Standards for Nigerian Teachers, Mandatory Contnuing Professional Development (MCPD), Teachers Code of Conduct, Teachers' Handbook, and Basic facts about the Teachers' Disciplinary Committee and Teachers Investigating Panel. How many teachers are aware of these documents? How many teachers know the contents of the documents and how many adhere to them? It is expected that once the policy mandates are formulated and implemented, only qualified and competent persons will teach in Nigerian schools thus improving the quality and academic performances of the learners.

In addition, there were massive recruitment of teachers into primary and secondary schools in Anambra State between 2013 and 2014, there are still speculations that the teachers absorbed lacked the basic teaching skills, that the unqualified are still prevalent in education system and TRCN as a body to regulate and control the entrance of people entering the profession for quality was not considered before the recruitment. If this is the case, then it would mean that the ongoing efforts to improve the quality of teaching through professionalizing teaching in Anambra State would yield little results. It appears that the extent of implementation of the TRCN policy mandates in Anambra state is in doubt and need to be empirically determined. Therefore, this study investigated on the extent of implementation of the TRCN mandates in primary and secondary schools in Anambra State.

Purpose of the Study

The main purpose of this study was to determine the extent of implementation of TRCN mandates on professionalization of teaching in primary and secondary schools in Anambra State. Specifically, the study investigated:

1. The extent of the implementation of TRCN's policy mandate on teacher registration in primary and secondary schools in Anambra state.

2. The extent of the implementation of TRCN's policy mandate on teacher recertification and licensing in primary and secondary schools in Anambra state.

3. The extent of the implementation of TRCN's policy mandate on teacher Mandatory Continuing Professional Development (MCPD).

4. The extent of the implementation of TRCN's policy mandate on organization of internship schemes for fresh education graduates before their recruitments as teachers.

5. The extent of the implementation of TRCN's policy mandate on the enforcement of professional ethics among teachers.

6. The extent TRCN has implemented its policy mandate on initiation of practices to reposition the teaching profession in Nigeria in order to compete favourably in the global world.

Significance of the Study

The findings of this study will be useful to the TRCN, teacher education institutions, community members, students, Ministry of Education, Nigerian Union of Teachers (NUT). Most importantly, it will be of benefits to teachers in primary and secondary schools and future researchers.

The new knowledge generated in this study relates to the implementation of teacher professionalization policy mandates. The findings of the study would provide empirical data from which the TRCN would get information on how far the teachers think the TRCN have gone in ensuring the implementation of their policy mandates. Such findings may guide the TRCN to assess their performances so far and evolve strategies for improvement. Certainly, the findings will help the TRCN to know the strategies they will use to enhance moral standard of teachers which will make the profession to be more cherished and envied like Law, Pharmacy, and Medicine, which will lead to higher status of teachers. The study contributes new understanding about implementation of the mandates and the findings might have the potential to guide the TRCN in future implementation of their teacher policy mandates.

Teacher Education Institutions, as partners in TRCN's policy mandate implementation would find the results of this study useful. Finding might reveal to them the extent to which their teacher education programmes are seen as meeting the standards set by TRCN. On the basis of the findings, they would initiate strategies to ensure the implementation of the policy mandates as it concerns them as well as recommend to the TRCN strategies for improvement. Findings will also help the teacher education institutions to expose their students' teachers into mastery the basic skills required of a professional teacher. Findings when published would help the institutions that partner with the TRCN to detect any weaknesses in the policy implementation and attempt to make it better.

This study will provide community members with information on how far the teachers in the system are actually professionals. The findings might be employed to increase understanding of the community members on the efforts so far made to improve the quality of teachers in their schools.

This study will also be significant to teachers in primary and secondary schools. It would provide awareness of what TRCN requires of them as professionals and what is being done to ensure that they are regarded as professionals. The findings will help teachers to be aware of all the policy mandates requirements of them. Teachers through the findings will be more knowledgeable and cherished the need to accept TRCN policy mandates since the council will help to make them be more recognised in the society through their involvement in high quality information technology conferences, seminars, workshops and international recognitions. Teachers will then be accorded their full status and recognition in the society. More so, by seeing the strengths and weaknesses of the TRCN policy mandates implementation, the teachers might be motivated to play their own part to ensure that they personally live up to TRCN's policy stipulations.

The findings will be useful to the students because educational policies are aimed at improving their lives. When policies are more transparently and responsibly implemented, through the interrelated actors (teachers) quality teaching will be provided for the students because the actors were directly involved in the implementation of the policy.

When the results of the study are made available through journal publications or by forwarding to the Ministry of Education for discussions in seminars and conferences, concerned bodies may deem it necessary to facilitate through their various strategies, the implementation of TRCN policy mandates for more effective results, for the benefit of the entire citizens of Anambra State who require qualified and quality teachers to move the education system forward.

The findings of the study would be of immense benefit to the NUT. As a stakeholder that partners with the TRCN to implement the policy mandates, if the findings are actually published, it might serve as a basis for them to evaluate their

own contributions and where to improve for effective implementation of the mandates.

Finally, when the study is deposited in the University library and published both online and in hard copy journals, findings would contribute to the body of existing knowledge about teacher professionalization mandates in Nigeria. It will serve as a useful source of literature for researchers and may motivate further researchers to delve into the area.

Scope of the Study

The content of this study focused on determining the extent of TRCN mandates implementation in Anambra State regarding the professionalization of teaching. The present study focused on those policy mandates that directly concern teachers in primary and secondary schools. Hence the content was delimited to the TRCN policy mandates on registration, recertification and licensing of qualified teachers; establishment of national minimum standards for and execution of Mandatory Continuing Professional Development (MCPD); organization of internship schemes for fresh Education graduates; enforcement of professional ethics among teachers and initiation of practices to reposition the teaching profession in Nigeria in order to compete favourably to the global world. The study was delimited to only teachers in public primary and secondary schools in Anambra State of Nigeria.

Research Questions

The following research questions guided the study:
1. What is the extent of the implementation of TRCN's policy mandate on teacher registration in primary and secondary schools in Anambra state as specified by TRCN?

2. What is the extent of the implementation of TRCN's policy mandate on teacher recertification and licensing in primary and secondary schools in Anambra state as specified by the council?

3. What is the extent of the implementation of TRCN's policy mandate on teacher Mandatory Continuing Professional Development (MCPD) as stipulated by the council, TRCN?

4. What is the extent of the implementation of TRCN's policy mandate on organization of internship schemes for fresh education graduates before their recruitments as teachers as specified by TRCN?

5. What is the extent of the implementation of TRCN's policy mandate on the enforcement of professional ethics among teachers as stipulated by TRCN?

6. To what extent has TRCN implemented its policy mandate on initiation of practices to reposition the teaching profession in Nigeria in order to compete favourably in the global world as stipulated by the council?

Hypotheses

The following hypotheses were tested at 0.05 level of significant

1. There is no significant difference between the mean ratings of teachers and TRCN staff on extent of implementation of TRCN's policy mandate on teacher registration in primary and secondary schools in Anambra state.

2. There is no significant difference between the mean ratings of teachers and TRCN staff on the extent of implementation of TRCN's policy mandate on teacher re-certification and licensing in primary and secondary schools in Anambra state.

3. There is no significant difference between the mean ratings of teachers and TRCN staff on the extent of implementation of TRCN's policy

mandate on Mandatory Continuing Professional Development (MCPD) in primary and secondary schools in Anambra state.

4. There is no significant difference between the mean ratings of teachers and TRCN staff on the extent of implementation of TRCN's internship scheme for fresh education graduates in primary and secondary schools in Anambra state.

5. There is no significant difference between the mean ratings of teachers and TRCN staff on the extent of implementation of TRCN policy mandate on professional ethics in Anambra state.

6. There is no significant difference between the mean ratings of teachers and TRCN staff on the extent to which TRCN implements the policy mandates on initiation of practices to reposition the teaching profession in Nigeria in order to compete favourably in the global world.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, a review of related literature to the study is carried out under the following sub-headings:

Conceptual Framework
> Policy and Educational Policy
> Policy Implementation
> Professionalization of Teaching
> Teachers Registration Council of Nigeria

Theoretical Framework
> Actor Network Theory of Education Policy Process
> System Theory

Theoretical Studies
> Educational Policy Implementation
> Teacher's Professionalization Policies of the TRCN.
> Features of Policies on Professionalization of Teaching
> Trends in the Professionalization of Teaching in Nigeria
> Policies on Registration, Recertification and Licensing of Teachers
> Professional Examinations and Standards for Teachers
> Propositions that Form the Basis for Professional Standards for Teachers
> Policies on Internship and Induction of Teachers
> Policies on Professional Ethics

Empirical Studies
> Studies on Educational Policies
> Studies Related to Induction, Certification and Licensing of Teachers
> Studies Related to Professional Development of Teachers
> Studies Related to Professional Ethics
> Studies Related to Professionalization of Teaching

Summary of Review of Related Literature

Conceptual Framework

Concept of Policy and Educational Policy

The word "policy" has been variously defined. According to Anderson (2006), policy is a set of interrelated decisions taken by a political actor or group of actors concerning the selection of goals and the means of achieving them within a specified situation where those decisions should, in principle, is within the power of those actors. Atagi, (2011) defined policy as the integrated course and programmes of action that government has set and the framework or guide it has designed to direct action and practices in certain problem areas. For Kim (2011), it is also described as a set of governing mandates and standards that establish the practices required for a given programme. Fowler (2013) defined policy as "the dynamic and value-laden process through which a political system handles a public problem. It includes government's expressed intentions and official enactments, as well as its' consistent patterns of activity and inactivity" (p.5). According to Ball (2013), policies are guideposts for continuous programme improvement.

A policy is a system of values and symbolic systems, comprising ways of accounting for and legitimating political decisions (Burch, 2013; Gilroy, 2014). In essence, a policy determines the activities of government and given private institutions in relation to providing services designed to solve a given problem. Gulson, Clarke and Petersen (2015), described policy as an explicit or implicit single decision or group of decisions which may set out directives for guiding future decisions, initiate or retard action, or guide implementation of previous decisions.

A major feature of any policy is that it has standards and clear objectives that provide the basis for understanding the overall goals of the policy decisions. The standards and objectives are used to elaborate the extent to which goals will be

realised. This is so because an elaborate policy document provides concrete and specific standards for assessing programme performance (Burch, 2013; Nordin&Sundberg, 2014; Birkland, 2010; Mausethagen, 2013; Ochs, 2014). Another feature of policy is that its attainment can be measured on the given standards. In essence, the policy must have indicators to be used in analysing it.

Based on the definitions and features thus far presented, policy is defined in this study as a government action or proposed action directed at achieving certain desired goals or objectives for professionalizing teaching. It is the proposed course of action which government intends to implement in respect of a given problem or situation confronting it. It is also a course setting action that provides the direction, the guide and the way to the achievement of certain goals or objectives desired by government. A policy normally contains goals and means to achieve them. It specifies the guidelines, mandates, standards and practices that govern teacher professionalization in the education sector.

Educational policy referred to government laws, rules, regulations, actions, and funding priorities related to an education problem or matter of concern. Aho, Pitkänen and Sahlberg (2006) defined educational policies as the established guidelines, directives, acts or laws that support the effective implementation of education programmes. Fredua-Kwarteng (2008) described educational policy as guideline or a framework that prescribes how to manage schools or educational institutions. In the opinion of Iman (2012) it is a parameter that is set by educational authorities that should be adhered to by all to achieve the intended outcomes and that should not be overstepped.

An education policy referred to "a course of action adopted by government through legislation, ordinance, and regulations, and pursued through administration and control, finance and inspection, with the general assumption that it should be beneficial to the country and its citizens" (Olsen & Sexton, 2014, p 16). An

education policy is aimed at reform and doing things differently. It also referred to "a series of steps to be carried out or goals to be accomplished" (European Commission 2014, p. 14). Educational policy is also described as a process where the issue is defined, the agenda is set, the policy is formulated, adopted, implemented, and evaluated (Fowler, 2013; Obioma & Chimaraoke, 2014). Educational policy is often spelt out as policy statements. Such statements refer to the different agenda and expressed means available to governments to attempt to achieve their goals. To this end, the TRCN (2005) policy mandates are educational policies because they stress the standards and procedures that have to be in place for teaching to become a profession. The policy mandates aim at showing a plan, scheme, strategy, procedure and plan of action to make teachers better in the way they do their work and show steps to be undertaken to ensure that teaching attains professional status.

For the purposes of this study, educational policy is defined functionally to mean an explicit or implicit single decision or group of decisions which may set out directives for guiding future decisions, initiate actions, or guide implementation of educational programmes.

Concept of Implementation

Implementation means putting decisions into action. Implementation is broadly defined as "what happens between the establishment of an apparent intention on the part of the government to do something, or to stop doing something, and the ultimate impact in the world of action" (O'Toole, 2000, p. 266). For Jann and Wegrich (2006), the stage of execution or enforcement of a policy by the responsible institutions and organizations that are often, but not always, part of the public sector, is referred to as implementation. As stated by Hill (2007: p; 17), implementation is the specification of objectives and translation of policy

mandates into practice. According to Birkland (2010), implementation involves carrying out policies, programs and practices to be consistent with set standards. Ajaegbu and Eze (2010) stated that policy implementation actually refers to the process and activities involved in the application, effectuation and administration of a policy. Similarly, Nixon, Gregson, Spedding andMearns, (2008), noted that the term 'implementation' refers to the processes whereby practice is shaped and or influenced by the policy that is being implemented.

For the purpose of this study, implementation is the process of performing task or programmes, where the preparation, plans, designs and policies made earlier by the TRCN are tested to see if they are effectively put into action by the council to promote quality in teaching and learning among school children and professionalized teaching profession for teachers. Once a policy has been chosen, policy implementation follows.

Concept of Policy Implementation

The Federal Ministry of Education (2013) viewed policy implementation as the task that establishes a link that allows the goals of policies to be realized as outcomes of governmental or non-governmental activity. In essence, educational policy implementation is referred to any actions taken to achieve the set policy (Smith, 2009). Smith further stated that there are three elements in policy implementation. The elements are:

1. Creation of a new agency or assignment of a new responsibility to an old agency

2. Translation of policy goals into operational rules, and development of guidelines for the program

3. Coordination of resources and personnel to achieve the intended goals (Smith, 2009, p.34),

Policy implementation, according to Ahmad, Imdadullah and Zeb (2012) is a vital aspect of the educational policy process. Implementation is about policy becoming action. A similar perspective by Adubra (2013) presented implementation as a problem-solving activity that involves behaviours that have both administrative and political content". He elaborated more that behaviours are shaped by the decision making environment, type of policy at stake and type of people who manage programs and implementing organizations. On the other hand, Ugwuanyi and Chukwuemeka (2013) observed that policy implementation refers to the process of converting resources into services, which support behavioural changes towards desired results. According to Lee and Hong (2013) policy implementation is the stage of policy-making between the establishment of a policy and the consequences of the policy for the people whom it affects. For Gewirtz, Dickson, Power, Halpin and Whitty (2014), at its simplest, policy implementation can be described as the carrying out of a plan meant for achieving set out policy mandates. It focuses on operationalizing the plan – the How, rather than the what.

In a most recent definition, Webb and Kalervo (2015) defined policy implementation as any putting into effect the guidelines for a programme or an innovation. For example, implementation can be referred as the delivery of a specific programme, in which case, it is referred to a purposeful set of activities undertaken to incorporate the distinct components of that programme into a service or community setting. Similarly, it can relate to policy such as the TRCN policy mandates, which involves a series of activities undertaken by government and its institutions to achieve the goals and objectives articulated in policy statements.

The preceding descriptions indicated that policy implementation involves translating the goals and objectives of a policy into an operating, ongoing programme. It consisted of giving practical shape to ideas, set of activities and structures to enable the people the deal with new changes. For the purpose of this

study, policy implementation is a scheme or series of steps through which set policies are put into effect and evaluated.

Concept of Professionalization

Professionalization is a process by which a vocation, job or and occupation transforms itself into profession of high standard, integrity and competence. Hilferty (2008) observed that professionalization is a sociological process by which an occupation gains professional status and privilege. It is a process where an occupation increasingly meets the criteria or qualities attributed to a profession. It also means improvement in the status of the occupation and its actual practice. In Freidson's (2001, p.12) perspective, professionalization is connected to a distinct mandate where an organized occupation gains the power to determine who is qualified to perform a defined set of tasks, to prevent all others from performing that task and to control the criteria by which to evaluate performance. The organized occupation creates the circumstances under which its members are free of control by those who employ them.

In essence, professionalization as a process involving improvement in the status and practice of the occupation as the practitioner continually upgrades the knowledge, skills and attitudes required for effective and efficient professional practice. For Crook (2012), professionalization is as the conduct and behavior of an instructor as related to the teaching professions goals, practices, principles, policies, ethics and procedures. According to Gewirtz et al (2014) professionalization of teaching refers to building into teaching career some control device to ensure that the practitioners are worthy members of the profession. UNESCO (2014b) explained that professionalization gives the members of the teaching profession a large responsibility to live up to those expectations with respect to competence, integrity and dedication. This is both a responsibility of

individual members of the profession and of the professional community as a whole e.g. through public accounts of professional practice and outcomes which are based on evidence and research, but also through the use of ethical codes and sanctions that are used within profession.

Ozano (2013) added that such professionalization demands that teachers should have greater social responsibilities, great sense of value and long period of preparation, regulated scheme of payment, reward for service rendered, as well as great reward for the interest of occupation. In a related vein, the Demirkasımoğ˘lu (2010) defined professionalization as a process designed to ensure that individuals who enter the teaching work force meet minimum standards for competence in teaching. The author explained that as process, professionalization involves a number of steps and is determined by society which entails societal influence and authority over an occupational group or trade. In other words, professionalization of teaching can be described as the process of assigning certain qualifying characteristics to teachers as members of an occupational category so that any teacher who is regarded as a professional is seen as a competent actor in that occupation.

The New Zealand Teacher's Council (2014) pointed out that professionalization of teaching implies that the qualifications, standards and the practice of teaching has to improve as a result of the improvement or upgrading of knowledge of the practitioners. Professionalism therefore implies a responsibility to the continual development of practical knowledge through reflection and interaction. It means reviewing the nature and effectiveness of practice, and continuing to increase understanding of the purposes and content of education, individually and collectively. To this end Adeoye, Oluwaye and Oyewumni (2014) stated that professionalization of teaching means improvement of skills, knowledge, attitudes

and ethical orientations which a teacher needs for good conduct and practice. According to Tiao (2014) professionalization of teaching is a complex issue that covers several dimensions, such as: existing national systems for professionalization of teaching staff; teacher education (both initial and continuing); quality of provision; infrastructure; frameworks and standards; and professionalization pathways (including recognition of prior learning), etc. All these aspects have to be kept in mind when speaking about building up a profession or raising the professional level of teachers. So, professionalization of teaching has to do with raising standards of practice by raising the capacities of practitioners This definition supported Schleicher (2012, p. 18-19): It is because professionals face complex and unpredictable situations that they need a specialized body of knowledge; if they are to apply that knowledge, it is argued that they need the autonomy to make their own judgements; and given that they have that autonomy, it is essential that they act with responsibility – collectively they need to develop appropriate professional values and ethics

For the purposes of this study, professionalization of teaching is seen as activities aimed at the development of the knowledge base of a profession, improvement of standards for professional performance, restricting the unlicensed entrance into the profession, the development of mechanisms for control and self-accountability and on defining ethical codes to emphasize explicit professional virtues expected of teachers. The necessity for this definition is that teaching is such a specialized job that should be inaccessible for those lacking the required training and experience. Based on the preceding conceptual clarifications of what professionalization of teaching entails, one begins to appreciate the several policies made by the TRCN to professionalise teaching in Nigeria.

Teachers Registration Council of Nigeria

The Teachers Registration Council of Nigeria was established by the TRCN Act 31 of 1993 to regulate and control the teaching profession in all aspects and ramifications and at all levels of the Education system in Nigeria in the public and private sectors. The council was established based on several decades of agitation by professional teachers and other stakeholders for the establishment of a regulatory agency led to the enactment of the Act (TRCN, 2012). In addition, the council was established because different countries of the world came under one umbrella for the purpose of regulating teaching profession globally. The umbrella is the International Forum of Teaching Regulatory Authorities (IFTRA) with the headquarters at the General Teaching Councils for Wales.in the United Kingdom. Nigeria through TRCN is a leading member of IFTRA and one of the foremost professional regulatory agencies in Africa. Teachers belonging to the council will help to fast track international comparison and equal treatment and conditions to service for teachers who wish to teach outside their country in other commonwealth countries. This protocol was adopted in the United Kingdom. Studies by Akuezuilo and Akudolu (2006); Agih (2003) revealed that the establishment of TRCN will help to regulate the teaching profession so that the quacks among the teachers can be easily identified thereby improving quality of learning.

TRCN established several mandates policies to aid them in professionalizing teaching in the country. The essence therefore is to oversee that the profession is properly controlled, regulated by a regulatory body and the standard kept by all teachers in all education system.

Theoretical Framework

Actor Network Theory (ANT) of Education Policy

A theory that is used to describe the educational policy is the Actor Network Theory (ANT) developed by Latour (2005). The theory espoused the dynamic work and the relational links set in motion by the appropriation commonly referred to as the formation and implementation of educational policy and to grasp the interactions (and disjunctions) between different sites or levels in policy processes. The actor-network theory is a perspective that aimed to explain how people, their ideas, and the material objects they produce, join together in a dynamic network. Those that make up the network participate in matters of public concern by transforming what policies or researchers regard as matters of fact into an issue to talk about. Hence, the involvement of the members of this network in the policy analysis issues ensures that their work is always a kind of collective experiment.

The theory provides a way in which to follow the "continuous connections leading from one local interaction to the other places, times, and agencies (Latour 2005, p. 173). This theory of educational policy implementation defines policy itself much more broadly, and consequently includes a broader range of social actors in its analyses. It posited that from the federal government, through state and local educational agencies, to individual schools, the provisions of federal educational policy are implemented through the actions of many. Such policy is not imposed in a linear fashion by the federal government onto schools. Rather, the appropriation of policy occurs though multiple vertical and horizontal interactions between private, school, state, district, and federal entities. To understand educational policy, there is need to examine these social interactions.

The theory further stated that social interactions create linkages that develop into a network. The construction of the network begins with a situation that is deemed in need of solving (Latour, 2005). Often to legitimize a federal policy solution, the

federal government must enroll other participants. Then the primary actor finds relevant actors and delegates' representatives from groups of actors into roles. Latour added that the federal government then uses multiple strategies to get participation from the actors; the most basic strategy in this case relies on issuing mandates. These actors variably invest in their roles. Finally, a differentiated aligning of roles begins to emerge; actors mobilize, form associations, and construct their environments. They do what they can or must do to implement the mandates; in the process, other situations arise that determine the actualization of the policy. These situations among other things, arise because actors from various agencies and organizations who may not share aims, explicit interests, intentions, or regulations form relationships that depend on multiple and repeated translations. Further, the human actors do not act alone. Objects with subjective investments also become actors. The nonhuman actors could be the organizational contexts. Latour (2005) focuses on the transcription of findings, or production and validation of cultural texts like policies, in the context of social collectives. Policies, as object-actors, help human actors make some sense of how the federal mandates apply to them. By requiring specific kinds of actions, the trajectory of objects is traceable. Notably, in an emerging network, 'non-local' actors (like the federal government) become localized through object-actors (like TRCN policy) that circulate, assisting actors in the construction of competence to act. As actors and materials are sent from one local place to some other place, that which was global becomes part of the network and thus becomes vertically localized.

Hence, Latour (2005) concluded that the ANT theory reveals and interrogates how, within a network, things are invited or excluded, how some linkages work and others do not, and how connections are bolstered to make them stable and durable by linking to other networks and things. The strength of the theory lies in its insistence on following the ongoing processes "made up of uncertain, fragile,

controversial, and ever-shifting ties of actor networks that make policy implementation complex" (Latour 2005,p. 28).

The present study will draw upon actor-network theory to investigate the implementation of TRCN policies by various actors in the educational system. This theory is relevant to the present study because the TRCN which is an agency of the Federal government creates some policies for the professionalization of teaching, while the State Ministry of Education through their various education agencies and institutions are mandated to implement the policy objectives within the established systemic structures and schools. Just as propounded in the theory, from the federal government, through state and local government educational agencies, to individual schools, the provisions of TRCN policy are implemented through the actions of many. The people are thus actors in the policy implementation process. This shows that policy implementation is dynamic and it is a highly political process that involves multiple actors. It is assumed that once these policies are formulated, they will be fully implemented. It is also assumed that the policies that are officially mandated and backed by government enforcement mechanisms would be made available to actors at these various agencies, schools and institutions. This being the case, actors at these various levels are knowledgeable about authorized policy, and would implement policy according to guidelines. These actors may modify their actions in adherence to policy, or purposefully delay implementation or simply resist policy directives through in action. The practice of policy is also determined by network of actors situated at the point of policy implementation. The TRCN policies are really meant for pre-service and in-service teachers. However, the debates on the implementation of the policies have excluded the views of the teachers. Therefore, if policies are made by many actors and TRCN is the principal actor here it is

imperative that both the teachers (policy networks) and TRCN staff in Anambra state be used to assess the implementation of the TRCN policies in the state.

System Theory

Karl Ludwig Von Bertalanffy was an Austrian born biologist known to be the founder abd chief proponent of the system theory. It was propounded in the year 1950. The system theory was developed in an attempt tp provide alternatives to conventional models of organization. Sytem theory defined new foundations and developments as a generalized theory of systems with applications to numerous areas of study, emphazising holism over reductionism, and organism over mechanism. Foundational to system theory are the inter relationals between elements which all together form the whole. The systems' theory considers the school as a set of distinguishable but interrelated and interdependent parts operating in a logical manner or sequence in order to achieve a goal. A system is an organized, unitary whole composed of two or more interdependent parts (sub system). The theory argues that a system must be viewed as a whole where changes in one part of the system affect the other parts and the entire system. It argues that the whole is not just a sum total of the sub system, but a holistic representation of the characteristics, what the whole can do, the sub system cannot. The systems theory provides a unified focus to organizational efforts. School managers are alerted against analyzing educational problems in isolation, but encouraged to develop the ability for integrated thinking. The basic stand of systems theory is that as sub system are integrated as a whole and interated with each other, the position and function of each sub system can be analyzed in relation to other sub systems and not only an open system but it is a dynamic system. It perceives opportunities or threats from the outer environment and reacts appropriately towards the same.

To translate the systems theory in the educational system and in the context of implementation of TRCN policy mandates, Mishra (2006) posited that the educational institutions exhibit the behaviour of an open system which has an environment that inputs some form of energy to the system, which undergoes transformation to give some outputs into the environment. This implies that the educational institutions (Primary and Secondary schools teachers in particular) have an in put from the interrelated agencies like the TRCN which during the relationship with them, the teachers in these schools will be transformed through the implementation of their policy mandates and out put (teachers) will be better and be of standard and quality. These will be achieved if the teachers accept to be better of through proper implementation of TRCN policy mandates using system theory.

Theoretical Studies

Factors Affecting Educational Policy Implementation

The literature on the educational policy implementation is very large (Babalola, 2012; Bass, 2014; Bridgeman & Davis, 2013; Noruzi, & Jose, 2010; Prøitz, 2015). Specifically, Fowler (2013) noted that policies are usually developed close to the top of the political system. Policies are put into practice close to the grass roots. In education, the implementers of most policies are superintendents and their staffs, principals, and classroom teachers. All policies are therefore mediated through the context in which they are implemented, and change in the process. These changes may take the form of minor adjustments or major transformations, but policies are always altered during implementation. Education policies must be implemented at the grassroots level- by district administrators, principals, and classroom teachers. In addition, it is recognised that a whole series of obstacles some of them generic to policy implementation and others particular to schools stand in the way of

policies being put in place as intended. Perspectives on implementation have become more complex over time as factors affecting implementation have received much emphasis (Noruzi& Jose, 2010; OECD, 2014; Rasmussen & Holm, 2012; Steiner-Khamsi, 2014).

Factors affecting policy implementation can be thought of as pertaining to the change introduced by the policy itself. This according to Birkand (2006) would include poor agenda setting, lack of clarity of the change and the degree of difficulty involved in implementation. Lack of clarity is often due to politics (Jann &Wegrich, 2006). Supporting this claim, Syomwene (2013) states that political direction for change is often either vague or contradictory because of the need to reconcile divergent interest. Furthermore, Stanford Centre for Opportunity Policy in Education (2010), indicates that complexity and lack of clarity occur because education does not have a generally accepted core technology, or way of doing things, but depends greatly on the values and approaches of individual teachers or administrators. Thus almost all educational policies are subject to extensive interpretation.

Another factor is the degree of understanding of the proposed change, the level of commitment to it by relevant actors, and the various resources allocated to support change (Fowler, 2013; Suyahadi & Sambodho, 2013). These authors believed that commitment to change is shaped not only by the skills of those involved, but also by their attitude to a given reform. Attitudes in turn are shaped by educators' views of the practicality of a proposal, and also by its fit with the existing culture of schools. These two elements also reinforce each other, such that culture shapes attitudes to practicality and practicalities of teaching also shape school culture.

Further, pressures either supporting or inhibiting implementation, such as competing demands and community support or opposition is also a factor in policy implementation (European Commission, 2011). This is true because in Nigeria for

instance, not only are education policies themselves often multi-faceted and sometimes inconsistent, but they take place in a context which is itself changing. Too many reforms happening too quickly may lead to increasing cynicism and resistance to policy implementation in schools. The availability or lack of resources also affects the willingness of schools to adopt particular reforms.

The concept of "policy levers" or "policy instruments" (Gulson & Petersen, 2015, p. 24) is also an important factor in this analysis. Governments have a number of means they might use to promote implementation. The most important of these levers are mandates (such as legislation or regulation), inducements (money, recognition), capacity building (training, professional development, research), system changing (reorganization, governance changes), and opinion mobilization (exhortation, public pressure). However as Honig (2006) observed, it is only in a few cases do governments appear to develop comprehensive strategies to support implementation of their policies.   .

Implementation cannot be taken for granted. Many policy reforms end up leaving few lasting marks on the system they were designed to change (Bridgeman & Davis, 2013). Consideration of the ways in which implementation is structured and supported is thus an important part of the overall analysis of policies. In addition, Burton (2006) was of the opinion that policies are always justified on the basis of the outcomes they will yield. Cerna (2013) agreed with this point and reiterated that most educational policies, however, are justified on the basis of a number of outcomes and these are sometimes quite different from one another.

Vigorous debate already exists around the outcomes of changes as a result of educational policies. The discussion is made more difficult because the purposes of schools are multiple, sometimes mutually contradictory, and often very difficult to assess. For instance, Fixsen and Blasé (2009) remarked that while many

educational policies focus on improving teaching, a surprisingly large proportion of the literature on policy implementation focuses on the impacts on schools rather than students. They wonder which of the two- schools or students is better suited as an indicator of improved teaching. They conclude that a framework for considering such policy implementation outcomes needs to include impacts on teachers, how they understand the policies, impacts on students, and then impacts on the broader society where schools belong.

In a related discussion, Niemi (2010) indicated that the most frequently cited reasons for education policy-making has to do with improving teaching, with the most common outcome measure being some form of assessment of teachers' skill or knowledge in the various curriculum areas. Policies are also held to have had different effects on administrators than on teachers, partly because governance changes have altered the work of administrators in important ways. Policies are also held to have had different effects on administrators than on teachers, partly because governance changes have altered the work of administrators in important ways. However, OECD (2011) pointed out that a most frequently assessed aspects of policy reform is its impact on teachers' work and their attitudes towards their work. Outcomes related to work might include hours, time in and out of the classroom, and attention to individual students, professional development activities, skill levels or teaching practices.

It is clear that several factors affect policy implementation. In the context of such affects, some aspects of a policy might not be implemented while others might be implemented outside the specifications. It is also clear that any policy on improving teaching should be evaluated in terms of the outcomes on teachers. Hence, the extent of implementation of policies made by TRCN to professionalize teaching in Nigeria is worthwhile to be evaluated based on teacher outcomes.

Teacher Professionalization Policies of the TRCN

The importance of professionalization of teaching has been recognized in several studies. These studies focus on ways to enhance professionalization of teaching (Babalola, 2011; Federal Ministry of Education, 2013; Norley, 2011; Organisation for Economic Co-Operation and Development (OECD), 2014; UNESCO, 2012). One of such reforms according to TRCN (2012, p. 2) is that:

The entire countries of the world have come under one umbrella for the purpose of the regulation of the teaching profession globally. The umbrella is the International Forum of Teaching Regulatory Authorities (IFTRA) with headquarters at the General Teaching Councils for Wales, in the United Kingdom. Nigeria through TRCN is a leading member of IFTRA and one of the foremost professional regulatory agencies in Africa.

This assertion according to Nwokeocha (2014) means that Nigeria must take cognizance of and operate in line with both the national and global frameworks in regulating the teaching profession in Nigeria. Obanya (2014, p.1) noted that part of the responsibility of Nigeria in this respect, is to "develop functional policies to drive the professionalization of teaching".

Teacher professionalization policy mandates aim to "direct the impact on schools' instructional effectiveness by decisions about recruitment, selection, induction, evaluation, and development of instructional staff members" (Suyahadi & Sambodho, 2013, p. 10). The TRCN is implementing the following policy mandates:

i. Registration and licensing of qualified teachers.

ii. Accreditation, monitoring and supervision of the courses and programmes of teacher training institutions in Nigeria to ensure that they meet national and international standards. The institutions include the Colleges of Education,

Faculties and Institutes of Education in Nigerian universities, Schools of Education in the Polytechnics, and the National Teachers Institute.

iii. Organisation of Internship Schemes and induction programmes for fresh Education graduates to equip them with the necessary professional skills before licensing them for full professional practice.

iv. Conduct of professional examinations and interviews to determine teachers that are suitable for registration.

v. Establishment of national minimum standards for and execution of Mandatory Continuing Professional Development to guarantee that teachers keep abreast of developments in the theory and practice of the profession (TRCN, 2012, p.4).

There is no doubt that these policies address fair and consistent practices that are in line with federal and state laws in Nigeria. For instance, the law establishing Teachers Registration Council of Nigeria is the TRCN Act 31 of 1993. According to TRCN, 2012, p. 3), the Act in section 1(1) charged the Council with the following responsibilities:

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

ii. Determining what standards of knowledge and skills are to be attained by persons seeking to become registered as teachers under this Act and raising those standards from time to time as circumstances may permit.

iii. Securing in accordance with the provisions of this Act the establishment and maintenance of a register of teachers and the publication from time to time of the lists of those persons.

iv. Regulating and controlling the teaching profession in all its aspects and ramifications.

v. Classifying from time to time members of the teaching profession according to their level of training and qualification.

vi. Performing through the Council established under this Act the functions conferred on it by this Act.

The TRCN Act has far-reaching implications for the teaching profession. This reality can be appreciated by the fact that the content of the TRCN Act is one and the same with the contents of the Acts that established the Councils that regulate and control the professions of Law, Medicine, Engineering, Pharmacy, etc in Nigeria. With these TRCN policies, teachers will undergo all those necessary intellectual, professional, moral, social and even psychological rigors characteristic of the other noble professions and which have set them far apart from quacks and lay people. The ultimate goal of policies on professionalization of teaching is to improve the quality of the teachers and consequently, improve learning experiences of students and – through this – the outcomes of learning. Policies to foster quality teaching should therefore be guided by this ultimate goal.

Global Notions on Features of Policies on Professionalization of Teaching

The importance of professionalization of teaching has been extensively discussed in the global arena. According to Simons, Olssen and Peters (2009) in many countries and regions the professionalization of teachers has become an explicit policy target. TRCN (2012) maintained that the most global seminal work thatdrives policies on the professionalization of teaching is the ILO/UNESCO recommendations concerning the Status of Teachers which was adopted on 5 October 1966 at a special intergovernmental conference convened by UNESCO in Paris in cooperation with the ILO. That recommendation sets forth the rights and responsibilities of teachers, and international standards for their initial preparation and further education, recruitment, employment, teaching and learning conditions. It also contains more than 142 recommendations for teachers' participation in educational decisions

through consultation and negotiation with educational authorities. UNESCO (2008) observed that since its adoption, three of the recommendations have been considered as the preamble for any policy on professionalization of teaching. These are:

1. Teaching should be regarded as a profession: it is a form of public service which requires of teachers expert knowledge and specialized skills, acquired and maintained through rigorous and continuing study; it also calls for a sense of personal and corporate responsibility for the education and welfare of the pupils in their charge (III.6).

2. Policy governing entry into preparation for teaching should rest on the need to provide society with an adequate supply of teachers who possess the necessary moral, intellectual and physical qualities and who have the required professional knowledge and skills (V. 11).

3. Professional standards relating to the teacher performance should be defined and maintained with the participation of teachers' organizations[...] Codes of ethics should be established by teachers' organizations, since such codes greatly contribute to ensuring the prestige of the profession and the exercise of professional duties in accordance with agreed principles (VIII.71 & 73).

A key concept in the ILO/UNESCO recommendations is thus the idea of the teacher as a high status professional: qualified to higher education level; with a recognised range of professional competences and able to exercise a significant degree of professional autonomy and judgement; able to take responsibility for their own continuous professional development and to contribute to the profession as a whole and the development of educational policy and practice.

In line with the ILO/UNESCO recommendations, Ministers of Education from 47 countries agreed to make the teaching profession a more attractive career choice, and to improve the quality of teacher education and to provide initial education, early career support (induction) and further professional development that is

coordinated, coherent, adequately resourced and quality assured (USAID, 2013). Similarly, the OECD (2012) noted that in order to enable the teaching profession to meet the challenges of contemporary education, many international documents recognized that better coordination is required between the various strands of policies on teacher education. To facilitate such coordination requires a central body to control the teaching profession. According to TRCN (2012), at the world level, the bodies that regulate the teaching profession in each country have come together under one umbrella called the International Forum of Teaching Regulatory Authorities (IFTRA). The IFTRA headquarters is the General Teaching Council for Wales, United Kingdom. Within the African continent also, the regulatory agencies of the various countries have formed a body called the Africa Forum of Teaching Regulatory Authorities (AFTRA), which has TRCN as the headquarters. The AFTRA operated as the Africa regional branch of IFTRA. Guided by internal policy developments, these bodies make and coordinate policies to guide the teaching profession in their respective countries.

It is also important to point out at this juncture that in this globalised education policy arena, the impact of international education policy developments, for example, the developments toward a stronger performance and results orientation in professionalization of teaching has recently attracted much attention from governments. Several nations have initiated policies and practices to drive their teaching profession. For instance, in the United States, the White House (2015) indicated that the policy on professionalization of teaching sets a trajectory of producing, recruiting and licensing one million teachers with qualifying degrees over the next decade, as recently recommended by the UNESCO. In Britain, Excellence in British Schools (2012) noted that the Department of Education is committed to ensuring that teaching is seen as a valued and worthwhile career for our best young people; a profession that is recognized and valued by the wider

community. A similar situation is observed in Finland where Stanford Center for Opportunity Policy in Education (2010) noted that the authorities that regulate the profession have enforced policies for recruiting talented candidates into the teaching profession and providing them with rigorous training to prepare them for schools. In Australia, the Queensland Board of Teacher Registration (2015) identified what it considers as policies to drive professionalism in teaching by setting of policies which teachers perceive to represent the aspirations of the teaching profession. In New Zealand, the New Zealand Teachers Council (2014) had set up clear policies and described to teachers how the policies are based on a well-evidenced rationale, and also adapted to the local context. In Scotland, Hulme (2009) and Sinnema., Sewell, and Milligan (2011) noted that there is also collaboration between the teaching council, academic researchers and teachers which enables once competing discourses to be integrated to transform the teaching profession. The same situation applies in India where Jayamma and Sumangala (2008) stated that the Teachers' Regulatory Commission of India is working hard to bring the teaching profession to the best standards. In a similar vein, Tveit (2014) recounted that policies and practices that Norway put in place for improving the teaching profession bother largely on making Teachers to be professionally competent and ethically conscious. As highlighted by the National Institute of Education, Singapore (2012) they adopted a university-based model that demonstrates that teaching is a profession.

From the in-depth review of the teaching professionalization policies of the countries thus far discussed, the present researcher synthesized the features of teacher professionalism consistent in these studies as:

1. Professional autonomy, through professional monopoly; control over their own work as well as involvement in the entrance to the profession; and control over

the central values and good conduct within the profession through the use of ethical codes, connected to sanctions for breaking the code;

2. Membership of professional societies that can take the responsibility for these elements and a strong academic and practice-based knowledge base that underlies professional activities;

3. Public accountability for outcomes of professional performance as well as well as a focus on integrity and dedication of the professional;

4. Involvement in the development of that knowledge base through involvement in academic research, action research and self-study as well as lifelong professional development of the members of the profession;

5. Collaboration with colleagues and stakeholders; involvement in the innovation of the profession; and commitment of the teacher to support both the public and the state in their understanding of educational matters.

These features provide a framework that offers a direction and structure to guide the preparation, support and development of teachers. They contribute to the professionalization of teaching and are evident in the TRCN policies that hope to raise the professional status of teacher's right across Nigeria. The foregoing discussion also clearly indicates that policies of professionalization of teaching have gained a new momentum from what is called globalisation. This has implications for educational policy implementation. Rizvi (2006) in Simon et al (2009, p.203) summarized the implication thus: "If national policies, which have been the objects of our research efforts, have themselves acquired international, transnational and global dimensions, then we need to ask how this has become so, and what implications this has for thinking about national policy programs, local policy initiatives and internationalizing policy dialogue" . It is the opinion of the present researcher in thinking about national policies such as the TRCN policies on professionalization of teaching, a critical issue to the

determination of the extent of the policy implementation. Ideas from the extent of policy implementation will then be used as a basis for international comparison with global trends.

Although the context for these practices differ from Nigeria and the context for teachers around the globe changes constantly, it is important to see their policies are consistent with the TRCN policies in Nigeria. Since the TRCN policies resonate with international trends, it is expected that if well implemented, they would support teachers' career-long development as well as help teachers to recognise their current and developing capabilities, professional aspirations and achievements. The result of effective implementation will be the professionalization of teaching in Nigeria.

Trends in the Professionalization of Teaching in Nigeria

The issue of professionalization of teaching in Nigeria has been severally discussed. Many events contributed in shaping the teaching profession in Nigeria. Prominent is the role of the missionaries that introduced teacher training in Nigeria between 1842 and 1918. Imam (2012) noted that the missionaries were soon to be supported by colonial masters. The colonialists' intervention in Education was regulatory in nature through the issuance of ordinance, and progressively establishment of government schools. The springing up of schools, both by the missionaries and the colonial government necessitated the establishment of training schools where prospective teachers would be taught the science of teaching and learning (Ede, 2014). Another event was the Phelpes-Stokes Report of 1925 that culminated in the 1925 memorandum on Education. Afe (2006) noted that the missions produced teacher evangelists on a limited curriculum with the assistance of colonial government through the promulgation of Education Code and

Ordinances to complement the efforts of the missionaries through grants-in-aid to the missions.

In a further analysis of the trends in professionalizing teaching in Nigeria, Afe (2006) noted that a significant landmark in the professionalization of teaching was on July 1931 with the amalgamation of the first two Teachers Associations in Nigeria, namely, Lagos Union of Teachers (LUT), formed in 1925 with its founding president as Rev. J.O. Lucas and the Association of Headmasters of Ijebu Schools (AHIS), led by Rev. I.O. Ransome-Kuti, formed in 1926. At an inaugural meeting of the two groups held at CMS Grammar school, Lagos on 8th and 9th July 1931, a constitution was drafted and ratified and the Nigeria Union of Teachers (NUT) was officially launched after accommodating other Teachers' Associations from Agege, Ibadan and Abeokuta. Ozano (2013) confirmed that the formation of this union was in response to various conditions to which teachers were exposed during the colonial era. Some of these conditions include, the economic situation in the world and its effects on the teachers, the 1926 education code and its consequences, the intentional Nigerianization of the headship of a number of schools, the ambivalent position of teachers between government and voluntary agencies, the negative attitude of the white-dominated inspectorate toward Nigerian school heads and the professional and nationalistic spirit of those who founded the N.U.T. It was apparent that the majority of teachers employed by the missionaries and colonial government were untrained and of poor quality.

The poor quality of teachers then was decried by the Ashby Commission of 1960 when, according to Nwagwu (2014, p.31) that "the quality of teachers at the basic level is poor and great majority of teachers have neither enough general education to qualify them to teach, nor adequate professional training". Eheazu (2014); Fabunmi, (2005) and Obanya (2010) held similar views that the situation of poorly prepared teachers and poor quality of teaching was very critical during the

missionary era. In addition, Afe (2006) writes that pupils in higher classes were used to train pupils in lower classes in the same school. The senior ones were taught in the morning while the senior turned to junior ones from noon till closing hours. The Grade 1 teacher was the highest level of professionally qualified teachers in Nigeria before the Ashby Report of 1960.

However, with more commitment from the government, and pursuant to implementation of Ashby report, the country witnessed a substantial improvement in training and focus on professionalism. Nwagwu (2014) stated that the commission recommended the establishment of Advanced Teachers Colleges (ATC) for a two-year Grade I Teachers' Colleges, which should be associated with Institutes of Education of Universities. This two - year proposal was modified by government to three years, which gave rise to a new programme and a new certificate - Nigeria Certificate in Education (NCE). With this modification came a change in concept and the main purpose was to train for the expanding school system, well qualified non-graduate professional teachers for work in secondary, teacher training and technical institutions. Hence, five Advanced Teachers Colleges were set up. The UNESCO aided these institutions by providing some lecturers, books and financial grants. Later, these ATC became upgrades to Colleges of Education and some were affiliated to Universities. In fact, in 1961, the University of Nigeria, Nsukka admitted its first set of student-teachers for the award of a Bachelor's degree in teacher education.

By the 1970s, Federal Government decided to establish Advanced Teachers Colleges in states that did not have any. Afe (2006) recounted that these early ATCS and Colleges of Education attracted experienced Grade II teachers who saw the programme as an avenue to higher education, but in the 1970s, there was a mass entry of young secondary school products into Colleges of Education. With the National Policy on Education in (1977, 1981), a new system of education

known as the 6–3–3–4 emerged. The policy, without equivocation, noted that no education system can rise above the quality of its teachers. This policy increased the emphasis on teacher professionalism.

In 1978, the Government created the National Teachers Institute (NTI) to conduct programmes that would upgrade teacher qualifications to the NCE level, with most of this training carried out by distance learning. Okemakinde, Adewuyi, and Alabi, (2013), pointed out that prior to this period, to teach in primary school in Nigeria, a person needed a Teacher Certificate Grade II (TC GD II) from four years of secondary school as a Grade II Teacher - Training College. These were phased out after 1998, when the Nigerian Certificate in Education (NCE) became the required diploma for all primary and secondary school teachers. To teach in senior secondary schools in Nigeria, a person must have either a bachelor's degree in education or a bachelor's degree in a subject field combined with a post graduate diploma in education. Hence, a Bachelor of Education programme with NTI received approval by the government at the end of 2000. NTI also conducts workshops and conferences on curriculum development and other areas of teacher training. In addition, the National Commission for Colleges of Education (NCCE) was established by the Federal Government by Decree 3 of 1989. This body was charged to regulate all matters concerning the training of teachers for the award of the Nigerian certificate on Education. The National Universities Commission plays a similar role in respect of teacher education programmes in Universities while the National Board for technical Education regulates the training of teachers in the polytechnics.

The preceding analysis indicates that much of the emphasis on trends in professionalization of teaching was on teacher training and certification. Training and certification are not enough to make teaching a full-fledged profession. The belief that teaching should be professionalized in Nigeria has been recognized,

apprised, echoed and re-echoed as a collective desire in the National Policy on Education (NPE) (2004) where it is clearly started that teaching, like other professions, will be recognized as a profession.

To enhance the teaching profession in Nigeria, the Teachers Registration Council of Nigeria Act was established charged with the duty of improving the teaching profession. It is an agency of the Federal Ministry of Education of Nigeria. It was established by the TRCN Decree No. 31 of 1993 (now TRCN/ACT CAP T3 of 2004). The major observable mandates are the regulation and control of the teaching profession at all levels of the Nigerian Education system, both in the public and private sectors. The mission and vision statements are clearly stated in the Act establishing the council. The mission is to control and regulate teacher education, training and practice at all levels and sectors of the Nigeria education system in order to match teacher quality, discipline, professionalism, reward and dignity with international standards. On the other hand, the vision is to promote excellence in education through effective registration and licensing of teachers, and to promote professionalism through accreditation, monitoring and supervision of teacher training programmes, mandatory continuing professional development and maintenance of discipline among teachers at all levels of the education system. To this end lies the responsibilities placed on the Registration Council to effect. The Act in section 1(1) charged the council with the following responsibilities:

(1) Determining who are teachers for the purpose of this act.

(2) Determining what standards of knowledge and skills are to be attained by persons seeking to become registered as teachers under this Act and raising those standards from time to time as circumstances may permit.

(3) Securing in accordance with the provision of this Act the establishment and maintenance of a register of teachers and the publication from time to time of the list of those persons.

(4) Regulating and controlling the teaching profession in all its aspects and ramifications.

(5) Classifying from time to time members of the teaching profession according to their level of training and qualification.

(6) Performing through the council established under this Act the functions conferred on it by this Act (Teachers Registration Council of Nigeria, 2012).

The Act provided for registration through online, manual, annual dues, license renewal and deregistration. To perform their roles, the TRCN formulated several policies whose implementation is being assessed in this study.

Policies on Registration, Certification and Licensing of Teachers

Maintaining an educational system of highly qualified teachers is an ongoing effort to keep schools current and future-focused. Two major indices to determining qualified teachers and sustaining the quality of teaching are registration/certification and licensing. According to Schwab (2002, p.14), registration is "a process which ensures that persons entering teaching have met minimum standards of competence, thus being recommended for licensure by the state". A teacher is usually registered as evidence of having reached stated standards and acquired given competencies, and based on the registration, a certificate is issued.

Certification is the process of deciding that an individual meets the minimum standards of competence in a profession. It is also defined as a process that formally acknowledges that an individual is qualified to supervise the learning experiences of children (TRCN, 2013). It verifies that a person has met the requirements for a teaching certificate and confirms that only a properly trained individual is permitted to teach. It is generally assumed that satisfactory

completion of courses and experiences specified in a state's certification requirements gives evidence of a person's ability to teach.

The issuance of certificate makes one a certified teacher. Norley (2011) described as a certified teacher as a teacher who has earned credentials (verification of qualification, competence, or authority issued to an individual by a third party with a relevant or de facto authority or assumed competence to do so) in a specific subject from an authoritative source, such as the government or an accredited higher education institution. Examples of certifications include academic diplomas, academic degrees or certificates (Rasmussen & Holm, 2012). These certifications according to Riordan, Lacireno-Paquet, Shakman, Bocala and Chang (2015) allowed teachers to teach in schools, as well as allow educators to teach specific age--ranges, particular content or subject areas and across the curriculum.

Licensing is the legal process of permitting a person to practice a trade or profession once he or she has met certification standards (Gilroy, 2014). It is conducted by agencies (such as the TRCN in Nigeria) when teachers qualify from teacher education institutions that meet stated guidelines. Like physicians or attorneys, teachers are required to procure a license so that the "consumer" may somehow be assured of the quality of the "product" being provided. For Hobson (2010), a licensed teacher is one that has been awarded formal recognition of the ability to teach. This recognition is usually in the form of some kind of certification (and often registration) with a body or organization accredited or delegated to do so by the State (Such as the TRCN in Nigeria). In most countries as in Nigeria, it is mandatory for teacher in both private and public schools to possess such a license. Roth and Swail (2013) noted that teacher licensure provides yet another criterion by which the quality of a child's education may be judged and the perceived efficacy of an educational system, assured.

The purpose of certification and licensure system is to ensure a minimum level of quality on behalf of the teacher. According to Bonsu, Bowman, Francis, Larsen and Polar (2013), in general certification and licensing are processes designed to ensure that individuals who enter teaching meet minimum standards for competence. The most common purpose of licensing is the provision of proof of the quality and professional standing of the person holding the license. Tiao (2014) explained that a certificate or license can be applied to all newly trained teachers who have obtained the requisite qualification and can be extended to include serving teachers who can demonstrate agreed and required competences and those participating in professional programmes. National Research Council (2011), Rasmussen and Holm (2012) and USAID (2013) unanimously stipulated that when a student completes the course work at an institution authorized by the state (including student teaching and other expectations of the institution), the teacher becomes certified and subsequently licensed to teach in that state.

Traditionally, teachers are registered, certificated and licensed after completing a teacher-education program at a state-sanctioned college or university. These programmes usually expect a significant degree of commitment from prospective teachers, requiring physical attendance at the college or university for classes (Bottoms, Egelson, Sass &Uhn, 2013). A survey of literature indicated that licensure requirements and certification vary from state to state and country to country, but authorities such as Australian Commonwealth Government (2015); England National College for Teaching and Leadership (2015); New Zealand Teachers Council (2014); Queensland Board of Teacher Registration (2014) and TRCN (2010) agree that teacher candidates should:

1. Have at least a teachers certificate (Such as the National certificate on Education NCE in Nigeria), bachelor's degree; some countries require a fifth year or master's degree (For example Finland and New Zealand);

2. Complete an approved, accredited education programme (for example Professional diploma in Education or Post Graduate Diploma in education);

3. Pass either a test (For example the professional examination by TRCN), or another exam.

In Nigeria, teacher certification and licensing is the process by which prospective teachers get licensed to teach within a given area after completing required coursework, degrees, tests and other specified criteria. According to the TRCN act (1993), the TRCN has the legal authority to certify qualified teachers. Specifically, TRCN (2010, p5) highlighted that to be legally recognized as a teacher in Nigeria, an individual must register with TRCN. This is in line with the TRCN Act 31 of 1993, section 6 (1) stated that to be registered, an individual must:

i. Pass a qualifying examination accepted by the Council and complete the practical teaching prescribed by the Council under the Act or

ii. Not being a Nigerian, hold a qualification granted outside Nigeria which for the time being is recognized by the Council and is by law entitled to practise the profession in the country in which the qualification was granted provided that the other country accords Nigerian professional teachers the same reciprocal treatment and that he satisfies the Council that he has had sufficient practical experience as a teacher.

iii. Be of good character

iv. Have attained the age of twenty-one years

v. Not have been convicted in Nigeria or elsewhere of an offence involving fraud or dishonesty.

The TRCN (2010, p.5) also stipulated that to be registered and to retain one's name on the Teachers Register, a teacher shall comply with TRCN provisions regarding as the case may be:

i. Induction at point of graduation ii. Payment of registration fees and annual dues. iii. Professional Qualifying Examinations iv. Internship after graduation from teacher education institution v. Continuing Professional Development and vi. Any other requirements that may be made by TRCN from time to time.

Concerning the expiration and renewal of license, the policy (TRCN, 2010, p.5) holds that:

> A practicing license is valid for only a period of one year from the date of issue. To get the licence renewed, a teacher is required to: earn at least 50% of the credit units specified for the three years for Mandatory Continuing Professional education. This involves attendance of Annual Conference of Registered Teachers, trainings, and workshops. The Council will organize some of the trainings and workshops while the ones conducted by other reputable bodies will also be recognized for the calculation of the MCPE credits. The Council has published a Manual on MCPE which registered teachers are encouraged to obtain for their proper guidance regarding. (ii) Pay annual subscription (fees) for the three years. (iii) Meet other requirements that the Council may prescribe from time to time.

Wokocha (2014), stated that the most common purpose of certification and licensing is the provision of proof of the quality and professional standing of the person holding the license. A certificate or license can be applied to all newly trained teachers who have obtained a degree-level qualification and can be extended to include serving teachers who can demonstrate agreed and required competences and those participating in bridging programmes. Such a scheme/regime can also be used to license graduates who are undertaking structured "on-the-job" training programmes (such as Graduate Training Programmes or Continuing development Programmes).

These minimum standards for initial entry are set by TRCN which produces a manual containing these certification requirements. These requirements include specific numbers of undergraduate hours from institutions of higher education in

subject matter, in professional studies and in student teaching. Universities and colleges "certify" that their graduates have met these minimum credit hour standards as part of the state teacher licensure process. In some instances especially in the case of newly qualified teachers, certificates are issued at graduation. In others and for serving teachers, certificates are issued after a certain teaching period.

While the intent of teacher registration, certification and licensing policies are in good faith, there is limited information on their implementation. What is accomplished in their implementation will no doubt set a tone for what is expected in teacher certification over the next several years. Hence, the necessity to investigate the extent of implementation of TRCN policy mandates in Anambra state.

Professional Examinations and Standards for Teachers

There are frequent calls for more explicit research focusing on standards that better prepare high-quality teachers. The New South Wales Department of Education (2010) argued for a need to place more of the very high quality teachers into the most challenging schools. Shofoyeke, Omotayo and Ikuerowo (2014) asserted that efforts towards getting the best teachers are usually concerned with accountability and quality mechanisms, and are closely linked with the action of institutional and professional bodies. One way of determining the very best teachers is through examinations and interviews.

The conduct of professional examinations and interviews for teachers is yet another policy thrust of the TRCN aimed at ensuring that teachers actually possess professional knowledge and skills. The professional examinations and interviews constitute what the U.S. Department of Education (2010, p12) described as "evaluation systems to provide feedback for educators to improve their practice

and inform professional development". In Nigeria, the aim of these examinations and interviews is to "constantly gauge, monitor and sustain the performance of teachers on the job and to constantly improve teacher education" (TRCN, 2010, p2). Success in the examinations and interviews are used for teacher registration and licensing.

As a way of facilitating the examinations and interviews, the TRCN has developed professional standards for Nigerian teachers. This action supported UNESCO (2014) that professional standards relating to teacher performance should be defined and maintained with the participation of the teachers' organizations. A professional standard endeavours to describe what teachers believe, know, understand and are able to do as specialist practitioners in their fields.

In particular, professional standards for teachers focus on what teachers are expected to know and be able to do. This resonates with UNESCO (2012, p.54) that "policy governing entry into preparation for teaching should rest on the need to provide society with an adequate supply of teachers who possess the necessary moral, intellectual and physical qualities and who have the required professional knowledge and skills expected of them. In developing the professional Standards for Nigerian Teachers, TRCN (2010, p.2) noted that:

The professional Standards for Nigerian Teachers are abstractions of the National Minimum Academic Benchmarks for various Teacher Education Programmes in Nigeria, as well as several national and international legal frameworks and education policies which must guide the practice of the teaching profession in Nigeria and in the international community. By implication, it is an instrument to assist the professional regulatory authority (TRCN) and teacher education supervisory agencies (the National Commission for Colleges of Education and National Universities Commission), employers of teachers, teachers unions, non-governmental organisations, international development partners, parents-teachers

associations, school based management committees and other critical stakeholders to constantly gauge, monitor and sustain the performance of teachers on the job and to constantly improve teacher education.

The Professional Standards for Nigerian Teachers (TRCN, 2012) consists of four Themes to be used to appraise the professional standing of a teacher in Nigeria. These are:

a) Professional Knowledge,

b) Professional Skills,

c) Professional Values, Attitude and Conduct, and

d) Professional Membership Obligations.

The four (4) Themes are broken down into thirty six (36) Sub-Themes and then into eighty four (84) Standards. The Standards are essentially performance benchmarks expected of Professional Teachers in Nigeria, depending on the Category of the teachers.

In line with the professional standards, it is also necessary to have standardized tests, instruments or interviews to assess the competencies of teachers. Hence, the TRCN (2010) developed the Professional Standards for Nigerian Teachers Checklist (PSNTC) that rates the performance of a teacher in relation to each Standard, depending on the Category of the teacher and the Standards that are applicable. For instance, for each Standard, different levels of attainments (expected evidence based performances) are prescribed for the different Categories of teachers. For instance, the induction at point of graduation standard may apply to a fresh teacher who graduated recently from initial Teacher Education programme but may not apply to an old teacher who left school before the policy on induction at point of graduation came into effect in 2008. Teachers are also advised to carry out self-evaluation from time to time using the questionnaire.

In addition the TRCN (2012) recommended that employers should annually evaluate the professional standing of their teachers using the PSNTC and to utilize the result as part of the basis for promotion and other reward schemes within the system. For the purpose of the annual evaluation, three officers superior to the teacher are expected to independently assess the professional standing of the teacher and thereafter, the average score from the three assessments are taken as the final score of the teacher. Before and after the evaluation, the teacher being evaluated and the assessors should hold interaction sessions aimed at making the teacher understand that the aim of the assessment is to guide him for higher professional growth and development; to discuss strengths and shortcomings revealed by the assessment; and to assist him in overcoming any shortcomings. The teacher is expected to countersign the assessment report on the PSNTC and make his comment before each assessor submits result of the PSNTC to the employer. The assessors may be appointed by the employer from within or outside the system.

> Through its professional standards, policy statements by the TRCN projects a vision of good teaching and an image of what it means to be a professional teacher. As Obanya (2014), rightly pointed out, for the first time Nigeria has a uniform set of standards nationwide and agreement by every state to implement those standards. This will benefit teachers in many ways. They are a set of Standards that provide a benchmark to define the knowledge and skill levels required of teachers throughout their career. They present a common understanding and language for professional discussions between teachers, principals, teacher educators, professional associations and the public.

The Professional Standards for Nigerian Teachers not only provide a base for purposes of registration and certification but also support teacher professional growth and development across all career stages. However, the extent of the

implementation of the standards as well as the conduct of examinations and interviews by the TRCN are issues for investigation in this study.

Propositions that Form the Basis for Professional Standards for Teachers

The professional standards for Nigerian teachers contain the values and commitments which figure prominently in the standards framework generated by several teaching regulatory bodies around the globe such as the New Zealand Teacher's Council (2012); Finnish Teacher's Council (2012) and TRCN (2012). As a first step in defining professional standards, these bodies adopted a policy statement that resembles UNESCO (2012) framework of What Teachers Should Know and Be Able to Do. The UNESCO document sets out five core propositions which reflect what the Board values in teaching and serve as a foundation for its work.

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities (P.18).

These core propositions underscore the value and limits of formal knowledge in teaching that are pervasive in literature. In relation to the first and second propositions, for example, Gabriel (2014, p. 978) believes that professional teachers should base their practice on prevailing theories of cognition and intelligence as well as on "observation and knowledge of their students' interests, abilities, skills, knowledge, family circumstances, and peer relationships". Other scholars respectively note that good teaching emphasizes conceptual understanding, problem solving, and multiple perspectives (Eheazu, 2014; Graue,

Delaney & Karch, 2012; Gulmira, 2014; Unachukwu & Nwosu, 2014). One has to affirm this proposition because teaching ultimately requires judgement, improvisation, and conversation about ends and means.

The other propositions reflected teachers' responsibilities both inside and outside the classroom. For example, teachers should orchestrate learning in group settings, assess student progress on a regular basis, use multiple methods to meet their goals (Proposition 3). They should strengthen their teaching by seeking advice, studying educational research, reflecting on their own classroom experience (Proposition 4). They would work collaboratively with parents and other professionals (Proposition 5). All of these propositions are often reflected in professional standards for teachers. Further, the Australian Council of Teachers (2012, p. 23) highlighted that with the integration of the propositions to professional standards:

I. Teachers can use professional standards to recognise their current and developing capabilities, professional aspirations and achievements.

II. The standards provide a framework that offers a direction and structure to guide the preparation, support and development of teachers. They also provide very useful markers for teachers themselves in terms of identifying their skill levels and their future professional development needs.

III. The standards support nationally consistent teacher registration processes and provide a means of identifying and recognising teachers who excel against the national Standards

IV. The standards serve as a guide for approving teachers to be licensed and for induction of teachers.

Policies on Mandatory Continuous Professional Development (MCPD)

Mandatory Continuous Professional Development (MCPD) is the sum of all continuing activities, formal and informal, carried out by individuals or systems to

promote staff growth and renewal. Sixel, (2013, p.3) defined professional development as:

> activities undertaken individually or collectively by teachers throughout their careers to enhance their professional knowledge, understanding, competence and leadership capacity; in particular to increase their mastery of the curriculum and their teaching areas, their skill in teaching and facilitating learning, their understanding of children and young people and their developmental needs, and their commitment to the best interests of their learners and their schools, the wellbeing of their communities and the ethics of the education profession.

CPD programmes as explained by Wiener (2013) and Youngs, (2013) as when teachers are given an opportunity to be knowledge generators and are provided with the tools to meet professional challenges, ensuring that they are up-to-date with information that will match the test of time. Teachers benefit from an injection of new ideas that enhances their own professionalism. It also requires a lot of technical information, materials, adequate financial outlay and commitment. The TRCN (2012) described CPD as a collection of meetings, intellectual and practical activities organized by TRCN. It also included training and education programmes organized within or outside the education sector which TRCN approves as being relevant to the teaching profession and meeting CPD standards. In setting out its CPD policies, the TRCN (2012, p.29) acknowledged that:

> There is need for seminars, workshops and conferences for the teeming population of teachers in the world in general and Nigeria in particular. This will help the teachers to open up to new ideas around the globe. It will indeed be an understatement to state that professional development avails teachers the opportunity to develop and demonstrate their profound competence against set standards. Such an opportunity will be original, creative and thought-provoking. There is the need to focus on the central issues surrounding professional

development, setting clear goals for policy, which will include the need for teachers to become intellectually engaged with their subject matter and deepen their understanding of key concepts. Professional development is absolutely essential for the strength, vibrancy and future of the teaching profession.

From above, CPD is for teachers to upgrade, develop and enhance their knowledge and skills. The detailed contents and credit units of the respective programmes are to be determined by TRCN based on the needs of teaching profession for a given period of time. Generally, the CPD programme will cover annual conference of registered teachers, workshops and seminars as well as other training programmes approved by the TRCN from time to time. Basically, the CPD programmes are divided into three categories as follows:

(a) TRCN teacher capacity building programmes

(b) Annual conference of registered teachers

(c) Other stakeholders' seminar and workshop programmes recognized by TRCN.

Finally, the TRCN further sets out the modalities, MCPD categories, and credit units. Also specified are issues in quality assurance of CPD, organizations to partner in organizing CPD, Submission of CPD Information by Teachers, exemption from CPD and criteria for recognizing CPD organized by private individuals (TRCN, 2012).

The need for CPD cannot be overemphasized. When many teachers undertake their initial education, knowledge about learning and teaching was less developed, many teaching tools were not available and the role of education and training was more narrowly conceived. For example, the increased availability of educational resources via the worldwide web, including Open Educational Resources, means that both teaching staff and learners have, potentially, a much wider range of learning materials at their disposal and teachers will increasingly need the

competences to find, evaluate and deploy learning materials from a wider range of sources, and to help learners acquire these competences (European Commission 2012).

The point remains that the roles of teachers and schools are changing, and so are expectations about them: teachers are asked to teach in increasingly multicultural classrooms, integrate students with special needs, use ICT for teaching effectively, engage in evaluation and accountability processes, and involve parents in schools (United States Federal Government, 2012). The main purpose of having CPD programmes should be to sharpen teachers expertise in fulfilling the roles they have to execute, namely learning mediator, interpreter and designer of learning programmes and materials, leader, administrator and manager, scholar, researcher and lifelong learner, community member, citizen, pastoral carrier, assessor and subject specialist. The CPD programmes should enable teachers to possess appropriate content knowledge which would be demonstrated in the creation of learning experiences. This can be achieved by exposing teachers to the CPD just as TRCN indicates.

Policies on Internship and Induction for Teachers

A firm initial foundation through internship and induction is essential to equip new teachers with the knowledge, competences, skills, attitudes, awareness and confidence required to teach, to be pro-active and to manage change as professionals in a rapidly evolving environment. According to Hundley (2005) internships are defined as programs engaging students in service activities primarily for the purpose of providing them with hands-on experience that enhances their learning or understanding of issues relevant to a particular area of study. On the other hand, OECD (2014) noted that internships are supervised work experiences whereby students leave their institutions and get engaged in work

related programs, during which period they are closely supervised by experienced job incumbents. Internships are therefore any carefully monitored piece of work or service experience in which an individual has intentional learning goals and reflects actively on what she or he is learning throughout the experience or duration of attachment. According to Roth and Swail (2013) internships takes place during different times of the year: summer, winter or spring. These may be part-time or full time internships over different durations. Typical internships are entry-level, educational jobs that can be paid or unpaid and usually give you college credit for your work (but not always). Usually, these internships last for one year, although sometimes one can find internships that last for more or less semesters. For the purpose of this paper, internship is defined as an extended field based and context-responsive professional learning experiences negotiated collaboratively by stakeholders in the culminating phase of pre-service teacher preparation. During this period, the intern is mentored and immersed in a broad range of teachers' professional work activities.

The TRCN (2013) stated that it has been empowered by the National Teacher Education Policy (2010) to engage newly qualified teachers for one year internships. Specifically, TRCN (2013, p. 4) stated that "After graduation from Nigeria Certificate in Education or Bachelor's Degree program, each new teacher shall be registered by TRCN after one year of internship with mentoring and get licensed".

The TRCN does not specify the nature of the internship program. However, it explains that such internship is done in some other professions, for instance in pharmacy, there is an internship period of one year, in medicine, there is also a one year houseman-ship program before entering the profession. During the internship period, newly qualified teachers should be placed under the supervision of an experienced teacher for the purpose of mentoring. The internship program does not

take the place of the teaching practice which is part of the initial teacher education program (Nwokeocha, 2014). In assessing the implementation of TRCN's policies on internship, one is tempted to look at what is being done in other countries after all the TRCN said it would adapt and localise international best practices in the best interests of achieving excellence (Wokocha, 2014).

The TRCN also stated that it carries out induction at the point of graduation. In this sense, Induction ensures that professionals are "captured at the gate" of the teachers institutions and given meaningful orientation that could help them to excel in their profession. Gove (2015) stated that induction is the period at the beginning of a teacher's career in which beginning teachers, having completed their period of initial teacher education, first assume full professional responsibility for learners (as opposed to engage in practical teaching experience). During this period, which normally lasts from one to three years, the new teachers receive additional support, for example a reduced timetable, observation and/or mentoring

There is doubt that internship and induction are critical as teacher education policies around the world are being reviewed and changing (Australian Commonwealth Government; 2015; Wokocha, 2014). Studies have shown that both offer teachers to be the ability to experience teaching. Interns work closely with teachers and are closely involved in all day to day activities in the classroom (Bonsu, et al, 2013; Evans, 2013). It has also been observed by Bukalaiya (2013), to expose the teaching interns to relevant and appropriate subject fields to gain teaching skills.

In the global scene, internship allows students who are completing final student teaching to work as a contracted (paid or unpaid) teacher under an Internship Credential (Forsberg & Petterson, 2014; Gulmira, 2014). An analysis of best practices in teacher selection in 10 OECD countries by Hobson (2010, p.13) revealed the following similarities in internship among the countries:

- Student teaching internships is an essential component for a student's success as a professional teacher. Student Teaching Internships provides students the opportunity to practice what has been learned on the university campus and, more importantly, it is an opportunity to continue academic and professional growth.

- The Student teaching internship program is for an entire school year, the intern will be employed as a full time teacher who receivers a salary plus benefits, a mentor teacher from the school will be provided to help observe, coach, and evaluate the intern.

- Student teachers who are selected to complete an internship are provided opportunities to develop insight into the skills needed to perform various functions and roles of a teacher. They also develop leadership skills while working with students in a variety of settings, such as: before and after school enrichment classes, performance activities, student government and various clubs.

In Zimbabwe, Bukaliya (2012, p. 119) stated that the internship policy stipulates that internship will focus on:

- Providing training in classroom management training

- Engagement in professional development seminars that blend practice with theory under the mentoring of a grade level cluster leader to support professional development.

- Learning from a university supervisor and a school site cooperating teacher who will be support providers during the internship experience.

- Development of a collegial-support network of grade level teachers to enrich intern's teaching skills.

Policies on Professional Ethics

Professions usually have well defined code of ethics to regulate the conduct of their accredited practitioners. Bolarin and Oluwatobi (2014) described professional ethics as the language of management, and of discipline, operating in a dynamic relationship. It is a set of standards by which human actions are determined to be right or wrong. These ethics according to Izuakor (2014) are important for the preservation of every calling, profession or occupation. In the words of Jayamma and Sumangala (2012, p. 16):

> Teacher professional ethics mean a set of dignified principles put into practice by the Teachers. They are the valuable tactics that are exhibited and enforced by teachers in relation to the students, colleagues, community and to oneself, to produce a profound effect on strategy of education.

For the purposes of the study, teacher professional ethics are those acceptable and valuable principles that are used by teachers to produce positive change that will affect teaching and learning for quality. According to USAID (2013), the Ethical Standards for the Teaching Profession represent a vision of professional practice. The ethics of the teaching profession are the moral beliefs and rules about right and wrongs that influence teachers behaviour, attitude and ideals (Ukpor, Ashibi, Akpan&Okon, 2014). The ethics are based on the assumption that at the heart of a strong and effective teaching profession is a commitment to students and their learning.

Highlighting the need for professional ethics among teachers, the Ontario College of Teachers (2013) advised that in their position of trust, teachers should demonstrate responsibility in their relationships with students, parents, guardians, colleagues, educational partners, other professionals, the environment and the public. Igbinedion (2014) also recommended that a teacher shall endeavour to be a

role model and shall act according to a code of ethics within the community in a manner which enhances the prestige of the profession. The practical applications of codes of ethics are expressed in codes of conduct.

In Nigeria, the TRCN (2004) developed a code of ethics for Nigerian teachers which were revised in 2013. TRCN (2013, p 1) noted that the objectives of the Ethical Standards for the Teaching Profession are:

(a) Re-awaken the sense of self-esteem, dignity, honour, selfless service and moral rectitude in the teacher.

(b) Protect the teachers' age-long position of nobility and leadership in the social, moral, and intellectual world.

(c) Build a strong moral foundation for the actualization of an educational system that can compete favourably in the global community.

(d) Boost public confidence in the ability of the teaching profession to regulate it and to bequeath to the nation products that are capable of making maximum contribution towards the development of the nation in particular and the World in general.

(e) Provide objective yardstick for the assessment of the teachers' conduct and discharge of professional duties. Help to guarantee the safety of the professionals and sustenance of the desired prestige of the teaching profession.

(f) Spell out the type of relationship that should exist between the teachers on one hand and severally their colleagues, students and other persons who would interact with them from time to time.

(g) To clarify teachers' rights, privileges, and obligations and their legal bases. In other words, the professional ethics is intended to inspire members to reflect and uphold the honour and dignity of the teaching profession; to identify the ethical responsibilities and commitments in the teaching profession; to guide

ethical decisions and actions in the teaching profession and to promote public trust and confidence in the teaching profession.

To achieve the objectives, the TRCN (2013, p.20) outlines the obligations of Nigerian teachers thus:

(a) Professional Standards: Teachers should seek to achieve the highest professional standards in all their works and uphold the honour and integrity of the profession.

(b) Professional Commitment: Teachers should have an enduring absolute commitment to the profession, giving maximum attention and responsibility to the profession, aspiring to make a successful career within the system, and taking pride in the profession.

(c) Efficiency: Teachers should render efficient and cost-effective professional service at all times.

(d) Evaluation of learners' performance: Teachers should evaluate periodically the learners' performance and render all professional assistance likely to enable learners to identify and excel in their skills.

(e) Precepts: Teachers should be dedicated and faithful in all professional undertakings being punctual, thorough, conscientious and dependable.

(f) Arbitration: Teachers should submit themselves to the summons and arbitration of Teachers Investigation Panel and Teachers Disciplinary Committee as and when the need arises.

The policy goes further to highlight what characterizes teachers' moral codes in terms of relationships with students, parents, communities, employers and academic leadership. It also states that teachers shall be guilty of professional misconduct if Teachers Disciplinary Committee (TDC) which is set-up by the Teachers Registration Council of Nigeria rules that they have contravened any or

all of the rules in the Teachers Code of Conduct. This shall be subject to the following conditions:

i.   An allegation of misconduct must have been made against such teachers.

ii. An investigation into such an allegation involving the persons in question must be carried out by the Teachers investigation panel (TIP).

iii. A proper trial must be conducted by the Teachers Disciplinary Committee (TDC) in which they are given all opportunities to defend their actions and conducts. Penalties shall be imposed in any of the ways prescribed by Teachers Registration Council of Nigeria Act 31 of 1993.

Finally, TRCN (2010) concluded that in order that teachers in Nigeria maintain professional standards of practice and conduct that are universally acceptable and also meet the demands of Teachers Registration Council of Nigeria regarding ethics and quality of professional practice, all teachers shall be guided and bound by the rules contained in the Teachers Code of Conduct. Also commenting on the professional ethics for Nigerian teachers, Wokocha (2014, p.2) stated that:

> The quality of the service that we as professional educators provide has a direct influence on the Nation and its citizens who, come tomorrow, will be leading the Nation. Therefore, the service we provide should be of the highest possible standard and our conduct should be such that it places the profession in the highest possible esteem. All of us are aware that our main responsibility is to the student and to the development of his/her full potential. In this respect we need to pursue the truth, devote all our efforts towards excellence, the acquisition of knowledge and the observance of democratic principles. It is our duty to maintain a high level of competence and in order to do this we need to engage in continuous professional development throughout our career in the profession.

It is obvious that the Code is intended to encourage teachers to adopt an informed approach to their teaching and its contexts and to reflect on the good and correct

practices as professional teachers. This Code of Professional Ethics is a statement of the ethical commitments, practices and aspirations that underpin the identity of the teaching profession in Nigeria and that reflect the ongoing articulation of that identity by the profession. It expresses the ethical commitments that are already implicit in and guide the professional conduct of teachers in Nigeria. The implementation of this code is of paramount importance to ensure that the profession continues to enjoy the respect that it has acquired over many years of practice.

Empirical Studies

Studies on Educational Policies

A study by Cobb (2005) examined the association between teacher political efficacy and teaching policy implementation. Co relational design was adopted. Three null hypotheses were tested in that study. A randomized sample of 395 participants out of which 106 were male and 289 were female was used for the study. Data was collected using a 30- item questionnaire instrument designed to measure teacher political efficacy and policy engagement. The data was analysed using chi-square. Findings showed that female teachers are predicted to participate more frequently in educational policy activities than males. Taking coursework in policy, being aware of policy stipulations and having higher levels of perceived collaboration all predict greater levels of policy engagement. Teachers' external political efficacy, generation, levels of trust at the school level, and levels of trust at the system level appear to be unrelated to teacher policy engagement activities as measured by this instrument. This study is related to the present one because it indicates that among other things, being aware of policy stipulations and having higher levels of perceived collaboration predict greater levels of policy engagement among teachers. The present study will build on this to determine

whether the TRCN policies are implemented to the extent that teacher are aware of the policies.

Ezebunanwa (2005) investigated the implementation of control policies by principals of secondary schools in Anambra state. The purpose of the study was to investigate how principals implement the control policies issued by the Anambra State Education Commission (ANSEC). The survey was based on four research questions and four null hypotheses. Subjects included all principals in the 259 government-owned urban and rural secondary schools in Anambra state. Data were collected through a 25 item-questionnaire structured a 4 point scale of strongly agree, agree, disagree and strongly disagree. Mean and standard deviation scores were used to provide answers for the research questions, while the t – test was used to test the four null hypotheses at the 0.05 level of significance. The findings of the study indicated that the principals did not implement the control policies as stated in the policy documents. Ezebunanwa's study is related to the present study as it suggests that some control policies might not be implemented as stated in the policy documents. Whether this also applies to the TRCN policies will be examined in the present study.

The purpose of a study by Smith (2009) was to identify, using a three-round Delphi technique, policies and practices school districts could use to recruit, train, and evaluate substitute teachers for effective teaching. Data were gathered from a panel of experts based on three rounds of questions from 2008-2009. Findings showed 27 policies and 51 practices school boards could enact and employ, respectively, to recruit, train, and evaluate substitute teachers. The panelists recommended policies on compensation, district support, strategies and processes, and performance expectations. The relevance of Smith's study is that it showed some policies and practices to assist school districts in providing high-quality substitute teachers in classrooms. Since the TRCN stated that it would adapt international best practices,

Smith's study provided an example of such international practices. Though the policies and practices in Smith's study were for substitute teachers, some of them align well with TRCN policies for regular teachers in Nigeria.

Another study titled "Education Policy Research in the People's Republic of China" was conducted by Yang (2014). The study investigated how education policy is researched in mainland China. It attempted to understand how Chinese education policy researchers are influenced by external forces while struggling with the local relevance of their work. The design was meta-analysis which involved randomly selecting 48 articles published in an influential scholarly journal in China during 2003-04 to delineate the status quo by looking closely at their themes, authors, perspectives and referencing. Findings revealed that educational policy research in China have not contributed to efficient educational planning, funds are not provided for educational policy research, and researchers are more interested in comparing Chinese policies with those of other countries. The study concluded with some discussions of the tensions between the global agenda and the local context, as well as made some recommendations for carrying out studies on the status of educational policy implementation in China. The Chinese study is also related to the present study it indicated the gaps in educational policy research in China. That situation is also true in Anambra State where the present researcher noticed that the studies on educational policy implementation are quite few. In line with the recommendations of the Chinese study, the present study will focus on educational policy research in a local context by investigating the implementation of TRCN policies in Anambra State of Nigeria.

Studies Related to Induction, Certification and Licensing of Teachers

The purpose of a study by Schwab (2002) was to investigate the patterns of practice that support the induction needs of Alternatively Certified Teachers (ACTs) in the high school educational environment of a large suburban school district in Virginia, United States. The study was based on four research questions. The design of that study was a cross analysis descriptive survey. Purposive sampling technique was used to select 12 ACTs and 7 instructional supervisors. Data were collected using interviews, observations at teacher induction activities and mentor training sessions as well as analysis of relevant documents, including mentor program evaluation responses. Data was analysed using triangulation analysis and data matrices. Findings revealed among other things that there was the use of creative recruitment practices that include recognition of the value of ACTs as an important resource for finding new teachers and the emphasis on establishing a wide network of formal and informal mentors. This study relates to the present one by way of pointing out that creative recruitment practices and mentoring are used to support ACTs. The TRCN policies being investigated in the present study also recommended creative teacher recruitment by enacting policies on creative recruitment process by ways of certification, licensing, induction before recruitment of teachers as well as mentoring for teachers. This implies that TRCN policies are in line with global trends.

Ackley, Balaban and Pascarelli (2004) investigated the effect of an alternative teacher certification program on participants' attitudes and beliefs regarding personal attributes and characteristics they possessed when they were admitted to the programme. The study was a survey that examined programmatic features that interns considered influential in contributing to their success as teachers. The study was carried out in Brazil and was based on five research questions. Participants were a purposively selected sample of 120 graduates of a graduate-level pre-

service program within the Alliance for Catholic Education who had been rated as effective teachers by supervisors, mentors, and principals via a mailed survey. They completed an 11-question, open-ended, mailed survey that investigated influences on their success in the program. Data analysed using mean and standard deviation scores indicated that the alternative certification program had a profound positive impact on attitudes and beliefs and significantly influenced the individuals. Participants named support by school administrators, mentors, and university supervisors as contributing to their success. The relationship of Ackley et al's (2004) study to the present one is that it covered teacher certification based on used a survey research design. Teacher certification is among the components being investigated in the present study.

In a related study, Hundley (2005) examined the types of support received by National Board Certified Teachers, the importance of the support to certification, and the relationship between receipt of support and achievement of re-certification by the National Board for Professional Teaching Standards. Six research questions guided the study. The design was a survey. Qualitative and quantitative methods of gathering data were used during the study. Six National Board Certified Teachers were interviewed by telephone and emergent category analysis was performed on these data to determine the types of support these teachers received. The results were used to create the survey for the study which was sent to a random sample of 320 teachers who had completed the National Board certification process. Multivariate analyses were used in answering the research questions. Findings showed that each of the support mechanisms was perceived to be important by the respondents. Significance was found between achievement of certification and reading for content and collegial support. No significance was found for receipt of mentoring, financial support, proofreading, time release, family support, use of technology, time line, logistical information, and workshops. By showing that

support is related to achievement of re-certification by a National Board for Professional Teaching Standards, Hundley's study (2005) has indicated the need to provide several forms of support such as internship, induction, and CPD to ensure that teachers in Virginia are re-certified and live up to the specifications Professional Teaching Standards. Hence, the present study will determine the extent of the provision of such supports and re-certification to teachers in Nigeria as stated in the TRCN policies.

Major and Tiro (2012) study investigated the perceptions of pre-service or student teachers regarding their teacher certification program. That study was a survey that was based on three research questions. Data was collected through in-depth semi-structured interviews with 17 pre-service student teachers in one primary college of education in Botswana. In addition, there was an analysis of documents from the Ministry of Education and Skills Development that outlined how the training of pre-service teachers should be run. The data collected was analysed using frequencies and percentages. Findings indicated that the participants indicated that they spend too much time learning/exploring theory and less time of hands on experience. The study results indicated that student teachers are taught too much theory and did less of teaching practice. Pre-service teachers should be given more time to do teaching practice and less time on content, as they need the application skills more than they need the content. Based on the findings in that study, it is recommended that the Tertiary Education Council in Botswana should revise the teacher education training program and to reconsider increasing the amount of time for induction and teaching practice for the pre-service teachers. Although Major and Tiro's (2012) are not directly on the implementation of educational policies, the insights from their study are useful to the present study because as a way of improving teaching practice, increased amount of time for induction (different from teaching practice) was among the policies of TRCN. So the recommendation

by Major and Tiro (2012) are implicated in the TRCN professionalization policies. The present study will examine the issue further by determining the extent of the policy induction for improved teaching practice in Anambra State.

Studies Related to Professional Development of Teachers

The purpose of a study by Backus (2005) was to examine the quality of staff development experiences in which teachers in West Virginia participated during the 2003-2004 school year. Three research questions and three hypotheses guided the study. The study used a survey design to find out from P – 12 teachers in West Virginia about their perceptions of the quality of their staff development and its impact on their professionalism. A sample of 1,690 certified PK-12 teachers in the selected districts was selected using stratified sampling. P – 12 teachers were selected using simple random sampling. A 34-item questionnaire was used for data collection. Mean standard deviation and t-tests were used for data analysis. That study found that teachers were ambivalent as to whether their staff development exemplified a quality experience. Further, the study found that teacher perceptions of quality staff development varied according to the grade level(s) in which they taught, the number of hours they participated in staff development experiences, and the type of school in relation to federal funding in which they taught. Backus's (2005) study is relevant to the present study because it provides a source of material for literature review and supports the choice of a survey design. It also focuses on staff development which is one of the TRCN policies (continuous professional development) under investigation in the present study.

MacDonald and Stratta (2008) focused on adult-aged students' perceptions of responses to, and experiences with professional development at the University College in Worcester, United Kingdom. Guided by five research questions, purposive sampling was used to select 12 participants that participated in a

professional development programme. The researchers organized two groups of six participants with a ratio of 2:1 female to male students. Group interviews were used for data collection. Data analysis was based on an interpretation of the interviews using grounded technique. The findings indicated that participation in professional development programme made the participants to become: (1) more open to criticisms and advice; (2) more career oriented and saw educational training as a means for career switching, (3) more desirous of meeting the credits required for professional development; (4) have a more sensitive view on how they perceived teaching ethics, and (5) improved the need to prove themselves intellectually sound in meeting the demands of innovations. MacDonald and Stratta's (2008) study relates to the present study as it shows the specific contributions of professional development to teachers. Some of the findings especially those on teachers being more open to criticisms and advice, meeting the credits required for professional development, being ethical and meeting the demands of innovations are included in TRCN professional standards and outlined in the data collection instrument for the present study.

The purpose of a study by Armstrong (2009) was to examine how secondary novice teachers experience the mentorship requirement of the EYE program for professional development of teachers in Utah, United States of America. One research question was formulated. A census sample comprising 19 Utah teachers who completed the mentorship and all other requirements of the EYE program in order to earn their Level 2 License and continue on in the profession was used. A phenomenological approach was used to illustrate the lived experience of the teachers. Some of the themes that emerged from the participant interviews are congruent with the literature in terms of the benefits of a mentorship. A majority of participants reported their mentorship was beneficial because their mentor was a source of advice and information; their mentor was a confidant who also inspired

confidence; and their mentors assist them to evaluate their abilities. Armstrong's (2009) study relates with the present study because it shows that mentoring as a policy requirement for teachers' professional development is beneficial to novice teachers. This justifies the TRCN policy requirement that requires more experienced teachers to mentor the younger ones as part of professional development. Hence, that TRCN policy is consistent with what obtains in Utah. However while Armstrong's (2009) investigated how novice teachers experienced the mentorship requirement, the present study will investigate the extent to which mentoring segment of the TRCN policy on professional development is being implemented.

A study by Ayeni (2011) examined teachers' professional development and quality assurance in Nigerian secondary schools. The purpose of that study was to determine the relationship between teachers' instructional tasks and their qualifications and teaching experience. The descriptive survey design was used in the study. Respondents included 60 principals and 540 teachers randomly selected from 60 secondary schools. Selection of the secondary schools was based on stratified random sampling method. Data were collected using Teachers' Instructional Task Performance Rating Scale (TITPRS), Interview Guide for Principals (IGP) and Teachers' Focus Group Discussion Guide (TFGDG). Data collected were analysed using Pearson product moment correlation statistics. There were significant relationships between teachers' qualifications and instructional task performance ($r = 0.681$ at $p < 0.05$), and between teachers' teaching experience and instructional task performance ($r = 0.742$). The study concluded that teachers' instructional task performance can be enhanced with a good qualification and experience in teaching, while the challenges that teachers face in the tasks of instructional inputs and curriculum delivery require effective capacity development during service, so as to improve the quality of teaching in secondary

schools and the overall quality of the education system. The relevance of Ayeni's study to the present one is that it established that teachers' instructional task performance can be enhanced with a good qualification, teaching experience and capacity building. This is in line with TRCN's policies of teaching qualification and professional development (capacity building) for teachers.

The purpose of a study by Sixel (2013) was to examine the phenomenon of self-directed professional development and its impact on classroom instruction and student learning in Wisconsin. That study investigated the perspectives of initial educators on the required professional development plan incorporated as part of The Wisconsin Quality Educator Initiative, also known as PI 34, and how that plan has impacted their classroom instruction and student learning. Five research questions were stated. The sampling strategy consisted of 49 participants selected through homogeneous sampling. Using a using a method called "phenomenological-based interviewing," which combines narrative, life experiences and in-depth interviews to draw out the phenomenon being explored qualitative approach, teacher perspectives were explored based on indepth interviews, annual reflection logs, and the professional development plan documents. Findings from the study showed that mandated professional development plans through the PI 34 process were not motivating factors to improve educators' learning. Professional educators' motivation to improve their craft and help their students succeed combined with collaboration and time were perceived by educators as factors necessary to change classroom instruction and impact student learning. Sixel's study (2013) aligns with the present study because it showed that mandated professional development plans through the PI 34 process were not motivating factors to improve educators' learning. This might be because of the way the professional development was implemented. This raises some questions for the present study. The TRCN mandated continuous professional

development for teachers as well as some standards to be achieved through such programmes. To what extent are the mandates being implemented to achieve the standards?

Studies Related to Professional Ethics

Agih (2013) carried out a study on extent of compliance of ethics of the teaching profession by secondary school teachers in Bayelsa State, Nigeria. Three research questions were developed for the study. A sample of 1,980 (80, Principals and 1,900 teachers) representing 50% of principals and teachers were selected from a population of 3,960. Data for the study were the Teachers' Code of Conduct document of the TRCN (2005) and a questionnaire on the, "Compliance Order of Secondary School Principals and Teachers (COSSPT)" developed by the researcher. Findings revealed that the principals were quite familiar and comply with some of the acts adjudged to be misconduct in the profession. However, the teachers do not show the same acceptable level of familiarity and compliance on the same issues that were used to assess the principals. On the basis of the findings, some recommendations were made. Agih's study relates to the present study because it has shown some discrepancies in compliance with the teachers' code of conduct in Bayelsa State. Drawing upon this, the present study will determine if such discrepancies exist in the implementation of the TRCN policy on teachers' ethics in Anambra State based on the Code of Conduct.

Studies Related to Professionalization of Teaching

A study by Bartan, Oksal and Sev (2013) was aimed at determining the attitudes of prospective pre-school teachers towards teaching profession and their professional self-esteem. The study was based on descriptive survey method. The population of the research consists of prospective pre-school teachers at Dumlupinar University

Education Faculty Pre-school Teaching Department during 2011-2012 academic periods. Since the whole population could be addressed, no sampling was chosen, so the research was conducted on 169 female and 54 male, total 203 prospective pre-school teachers. Data was collected using two scales: "Scale of Attitude towards Teaching Profession" and "Scale of Professional Self-esteem". Pearson's Correlation Method, t-test, and ANOVA were used for data analysis. The findings show that prospective pre-school teachers have a positive attitude towards teaching profession in general and their attitudes towards teaching profession is related to their professional self-esteem. Accordingly, it is suggested that the students of preschool teaching department can be supported to develop a positive attitude towards teaching profession and to form a professional self-respect through more professional inductions, internships and drills. Although Bartan et al's (2013) was on attitudes to the teaching profession; it recommended professional inductions and internships which are also parts of the present study. It also shows that the teaching profession is attracting studies in recent times. Thus, some insights provided by Bartan et al will guide the present study in terms of using it for literature review and adapting its' descriptive survey.

The purpose of a study by Ukpor et al (2014) was to examine whether or not teaching is a full profession in Nigeria. It also determined the relationship between professionalism in teaching and teaching effectiveness at the secondary education level in Cross River State, Nigeria. Three research questions guided the study. Survey design was adopted. A sample of 850 educators (844 teachers, 3 staff of Teachers' Registration Council of Nigeria and 3 heads of inspectors of schools) was selected through stratified random sampling, judgemental and wholistic techniques respectively. A 20-item researcher-made questionnaire was used to collect data from respondents. Test statistics adopted for data analysis were frequency, weighted mean and standard deviation. It was found that teaching is a

profession but not in its fullest sense, and that there is a strong and positive relationship between professionalism in teaching and teaching effectiveness in the study area. It was recommended that licensing should be an essential pre-requisite for entry into teaching; a uniform and lengthy training period should be maintained in all teacher training institutions and be followed by induction training. There should be strict enforcement of Education Act 31 of 1993; and more awareness be created among teachers that professionalism in teaching is essential in their career and depends partly on them. Ukpor et al's (2014) study is also relevant to the present one because it is also on teaching profession. It also made recommendations for strict enforcement of the TRCN act of 1993; licensing and induction in line with TRCN policies. Since it is with a view to enforce the act of 1993 that the TRCN enacted its policies on the professionalization of teaching, it is logical to investigate the extent of the implementation of the policy in the present study.

A final study to be described here was carried out by Edeh (2014). The study was undertaken to determine the attitude of secondary school students towards teaching as a profession in Enugu metropolis. Three research questions and two null hypotheses were generated to guide the study. The population of the study consisted of 11,522 secondary school students in both public and private schools. The design of the study was a survey. The sample size for the study was 300, made up of 150 males and 150 females, 100 JSSII, 100 SSI and 100 SSII students. A simple random sampling technique was used to obtain students from each of the classes. A 20-item attitude scale was used for data collection. Research questions were answered using mean and standard deviation, hypothesis 1 was tested using t-test while analysis of variance (ANOVA) was used to test hypothesis 2. The result of the study revealed that the students' attitude towards teaching was favourable. The means attitude score of female student was higher than the mean attitude

scores of male and the ANOVA result showed that there was a significant difference between the mean attitude score of students of different class levels. Based on the findings, the researcher recommended that teaching conditions should be improved and made attractive by the Government. The relationship of Edeh's study and the present one is that both concern the teaching profession in Nigeria. By studying attitudes to the teaching profession in Enugu State, Edeh contributed to literature that is used to describe professionalization of teaching in the present study.

Summary of Review of Related Literature

The review of related literature was carried out based on conceptual, theoretical and empirical frameworks. The conceptual framework includes concepts of policy and educational policy. Educational policy is seen as a guideline, mandate or standard that govern people's actions. The TRCN policies govern teacher professionalization in the education sectors. The concept of professionalization of teaching was discussed and this was followed by the teacher professionalization policies of the TRCN as they relate to registration, certification and licensing, induction and internship, mandatory continuous development of teachers, and professional ethics. These concepts indicate that professionalization of teaching is a process aimed at raising the status and standard of the teaching profession. The concept of policy implementation was also reviewed to buttress the rationale for investigating the implementation of the TRCN polices.

Under the theoretical framework, the education policy process theory, of the Actor Network Theory (ANT) was discussed. This theory implies that it is not enough to enact policies to guide professions. Implementation of the policies is critical. It emphasized the need to seek the views of those directly affected by the policies (teachers) on policy implementation.

The theoretical studies discussed some issues and global notions on the features of policies on professionalization of teaching. The trends in the professionalization of teaching in Nigeria were also. Then some policies on registration, certification and licensing of teachers; professional examinations and standards for teachers; professional standards and expected qualities of teachers and induction of teachers were discussed from both TRCN local and international perspectives. Continuous professional development and professional ethics were also presented. It is apparent Nigeria, just as in many countries, have taken up the regulation of the teaching profession seriously particularly by the establishment of teaching councils and enactment of mandatory policies for teachers to be registered, licensed, inducted, engage in CPD and abide by a code of ethics.

Finally, some empirical studies relating to educational policies, induction, certification and licensing, professional development of teachers and professionalization of teaching, were described. It appears that the aim of most studies on educational policy implementation was to evaluate effects of current reform policies, not in the first place to improve policy making, by evaluating the implementation of such policies. Further, the studies indicated that the teaching profession has warranted several studies both within Nigeria and outside the country. Some studies indicated that policy implementation is marked by non-attainment of policy intentions. A major problem is identifying the extent to which the policies are implemented to guarantee high-quality professional teachers. Apart from one study that investigated teachers' compliance with professional ethics, no other study focused on the TRCN policies in Nigeria. Clearly missing are studies on the extent of implementation of the TRCN policies in both primary and secondary schools in Anambra State. This presents a research gap. It is the intent of this study to fill that gap in Anambra State.

CHAPTER THREE

METHOD

This chapter is concerned with description of the procedure that was adopted in carrying out the study. This was discussed under the following sub-headings: Research Design, Area of the Study, Population of the Study, Sample and Sampling Technique, Instrument for Data Collection, Validation of the Instrument, Reliability of the Instrument, Method of Data Collection and Method of Data Analysis.

Research Design

A descriptive survey design was used for the study. Fraenkel, Wallen and Hyun (2012) described a survey research as one that seeks to collect and analyze data from sample of a population in order to determine the current status of that population with respect of one or more variables. According to Nworgu (2015), descriptive survey design is one which aims at collecting data on, and describing in a systematic manner the characteristics, features or facts about a given population. The present study fits into the descriptive survey because the researcher collected information from a sample of a population primary, secondary education teachers and TRCN staff and on the basis of that information, determined the situation in the implementation of TRCN policy mandate on professionalization of teaching in Anambra state.

Area of the Study

The study was conducted in Anambra State in Nigeria. Anambra State is one of the five states in the South-East geo-political zones in Nigeria. It shares boundaries in the East with Enugu State, West with Delta State, South with Imo State and North

with Kogi State, and also shares boundary with Abia state through Umunze. The people of Anambra State are mainly traders, public servants, entrepreneurs and artisans. There are 21 local Government Education Authorities (LGEAs) and six education zones in the state. There are a total of 1044 primary schools that offer lower and middle basic education while there are 256 secondary schools that provide secondary education in the State as at March 2014. These schools are respectively managed by the Anambra State Universal Basic Education Board (ASUBEB) and State Post Primary Service Commission with headquarters in Awka, the State capital. The state was chosen for the study because of the increasing number of teachers that lack the basic teaching skills in primary and secondary schools in the state. More so, the study centred on only public primary and secondary schools because these schools have the greater number of pupils/students and teachers when compared to private schools.

Population of the Study

The population for the study is made up of 18, 433 teachers in Anambra State. This consists of 12,025 primary school teachers, 6,402 secondary school teachers and 6 TRCN staff in Anambra State. Based on data from Anambra State Universal Basic Education Board (ASUBEB) headquarters in March 2015, there are a total of 12,025 primary school teachers in the 21 Local government Areas of Anambra State as at the 2014/2015 session. Data from the Post Primary Service Commission headquarters states that there are 6,402 teachers in secondary schools in the State as at 2014/2015 session (see appendix E and F of 171 & 172) for the population of teachers in primary and secondary schools respectively.

Sample and Sampling Technique

A sample of 3,691 respondents was used for the study. This consists of 2,405 primary school teachers, 1,280 secondary school teachers and six TRCN staff. Multi stage sampling techniques was used. In the first stage, the sample of the teachers was selected through stratified sampling technique. In selecting the sample, the primary and secondary schools in Anambra State were stratified according to Local Government Area. Then twenty percent (20%) of the teachers in each of the 21 LGEAs in Anambra State were randomly selected. According to Akuezuilo and Agu (2002p; 64), in selecting twenty percent (20%) from a population as sample all members of the population have equal chances of being selected. At the second stage, purposive sampling technique was used to select the TRCN staff and since the total population of the TRCN staff was small, no sampling was done. The distributions of teachers according to the 21 local governments were shown in appendix E and F (page 171 & 172).

Instrument for Data Collection

The instrument for data collection was a researcher-developed questionnaire titled "Assessment of Implementation of Teaching Professionalization Policy mandates of TRCN" (AIPPPTRCN) and documentary analysis from TRCN statistical digest. In developing the instrument, the researcher was garnered from the information guided from the reviewed literature and consultation with experts.

The questionnaire was made up of three parts. Part I was on the background information of the respondents, part II contained 10 questions under six sections which elicited information on the teachers' personal experience of the implementation of the policies while part III contains six sections made up of 44 items. While part II was elicited on yes or no response format, part III was based on a 4-point rating scale of:

Very Great Extent -4 points;

 Great Extent- 3 points

Little Extent- 2 points

Very Little Extent- 1 point

A sample copy of the questionnaire is enclosed in Appendix B (page 136.)

Validation of the Instrument

To ascertain the validity of the instrument, the title, purpose of the study, copies of questionnaire and copies of the research questions and hypotheses were given to two experts who are lecturers in Educational Management and Policy and one lecturer in Measurement and Evaluation all from the Faculty of Education, Nnamdi Azikiwe University, Awka. These experts scrutinized the items in terms of its content relevance, items clarity, appropriateness of items to the purpose of the study and coverage of the study. The experts made necessary suggestions such as removing irrelevant items, rephrasing ambiguous items and bringing out the exact parameters for assessing the implementation of each policy statement. The final draft of the questionnaire was produced along the lines of the suggestions made by the experts and submitted to the supervisor for final approval.

Reliability of the Instrument

The reliability of part 11 of the instrument was established using test re - test method while part III was ascertained using internal consistency. Part II analyzed using Pearson's Product Moment Correlation. The reliability coefficient of 0.83, 0.79, 0.81, 0.83, 0.84 and 0.85 were obtained. Cronbach Alpha was used for part III and the alpha coefficient for the sections was 0.73, 0.86, 0.71, 0.84, 0.85 and 0.95. These figures were considered satisfactory for the study based on Mitchell

(2006) recommendations that a coefficient of 0.65 and above is high for a policy analysis instrument.

Method of Data Collection

The copies of the questionnaire were administered directly to the respondents by the researcher and 4 research assistants who received orientation from the researcher on the procedures for the administration of the questionnaire. The names of research assistants names, gender and qualifications were Peter Okeke (male,B.Ed),Jane Frances Agmuo (female,B.Ed), Nneoma Obimbonu (female,B.A) and Chidi Chima(male,B.Ed). These assistants were given two weeks training on how to work on the questionnaires. This enabled them to explain some concepts to the respondents where necessary as well as collect the instrument after completion. Out of the copies of 3691 questionnaire distributed, 3243 were retrieved which was 87.9% rate of return. This consisted of 3237 questionnaires from the teachers and the six questionnaires administered on the TRCN staff. The 12.1% which were not retrieved was insignificant and did not affect the analysis negatively

Method of Data Analysis

The data generated from the study were subjected to descriptive statistical measures, in form of frequencies, percentages, mean and standard deviations. These descriptive statistics was used to answer the research questions. Frequencies, percentages and mean scores were used to answer the research questions while z-test was used to test the hypothesis. Where the calculated z-value was greater than the critical z, the null hypothesis was rejected. However, where the calculated z was less than the critical z value, the null hypotheses was not rejected.

The data treatment procedure and decision guide for research questions. The part three of the questionnaire items treated as summated scale. By this process all respondents' ratings were summated for each respondent and the overall mean score for each cluster was obtained. The decision guide for determining the extent of the implementation are presented below

Teacher Registration Policy

This cluster of the questionnaire consists of 6 items with scale scores ranging from 6 - 24. Summated Mean scores shown below guided the researcher's decision on the extent of the implementation of the policy.

Decision Guide

3.50 - 4.00 = 21.00 - 24.00 (Very Great Extent)

2.50 – 3.49 = 15.00 - 20.94 (Great Extent)

1.50 - 2.49 = 9.00 - 14.94- (Little Extent)

1.00 - 1.49 = 6.00 - 8.94 - (Very Little Extent)

Teacher Recertification and Licensing

This consists of 10 items with scale score which ranged from 10 to 40. The summated mean scores guided the decision.

Decision Guide

3.50 - 4.00 = 35.00 - 40.00 (Very Great Extent)

2.50 – 3.49 = 25.00 - 34.90 (Great Extent)

1.50 - 2.49 = 15.00 - 24.90 (Little Extent)

1.00 -1.49 = 10.00 - 14.90 (Very Little Extent)

Teacher MCPD

This consists of 9 items with scale that ranged from 9 to 36. The summated mean scores guided the researcher's decisions.

Decision Rule

3.50 - 4.00 = 31.50 - 36.00 (Very Great Extent)

2.50 – 3.49 = 22.50 - 31.41 (Great Extent)

1.50 - 2.49 = 13.50 - 22.41 (Little Extent)

1.00 -1.49 = 9.00 - 13.41 - (Very Little Extent)

Teacher Internship

Teacher Internship consists of 7 items. The scale mean ranged from 7 - 28

Decision Guide

3.50 - 4.00 = 24.50 - 28.00 (Very Great Extent)

2.50 – 3.49 = 17.50 - 24.43 (Great Extent)

1.50 - 2.49 = 10.50 - 17.43 (Little Extent)

1.00 - 1.49 = 7.00 - 10.43 (Very Little Extent

Teacher Professional Ethics and teacher reposition policies had the same number of items consist of 6 items and the same scale range as the first teacher registration policy. Therefore, the decision guide was the same

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

In this chapter the data collected were presented and analyzed. The results were presented according to the research questions and hypotheses.

Research Question One

What is the extent of the implementation of TRCN's policy mandate on teacher registration in primary and secondary schools in Anambra state?

Table 1. Teachers' Percentage Responses on Teacher Registration and Use of Registration Criteria by TRCN

	YES (%)		NO (%)	Total
1. Have you been registered by the TRCN?	2363(73)		874(27)	3237*
a) How long have you been registered?	>5 years	5years & Above		2363**
	883(37)	1480(67)		
b)*Before Being Registered you:*	YES (%)	NO (%)		2363
i) Were inducted?	330(14)	2033(86)		2363
ii) Took only professional examination?	840(35.5)	1523(64.5)		2363
iii) Were only Interviewed?	497(21)	1866(79)		2363
iv) Took both Professional Exam & Interview?	534(22.6)	1829(77.4)		2363
v) Presented only evidence of Registration Fee?	304(12.9)	2059(87.1)		2363
vi) Presented certificate of good conduct?	649(27.5)	1714(72.5)		2363
2. Have you been issued a certificate?	866(36.6)	1497(63.4)		2363

Key *Total Number of Teachers **Number Registered

Data on table 1 shows that 2363 teachers which represent 73% of the 3237 teachers reported being registered by the TRCN. Of the number, 37% registered less than five years ago while the duration of registration of most of the teachers (63%) was

5years and above. In terms of meeting the criteria for registration, of the 2363 teachers that indicated being registered, only 14% said they were inducted, 35.5% took only professional examination, 21% said they were only interviewed while 22.6% reported receiving both. Furthermore, 12.9% reported meeting only one criterion which was presentation of only evidence of registration fee. Moreover, only 27.5% said they presented certificate of good conduct before being registered and 11% reported that none of the above listed criteria were considered. Finally, only 36.6% of the total number that reported being registered by TRCN had been issued a certificate. These shows that, although significant proportion (73%) of the teachers reported being registered by the TRCN, most of them were not subjected to the relevant teacher registration criteria by the TRCN.

Table2. Mean ratings of Teachers and TRCN Staff on the Extent of the Implementation of the TRCN's Teacher Registration Policy mandate

	Teachers (N=3237)		Remark	TRCN Staff (N=6)		Remark	Total		Decision
	Mean	SD		Mean	SD		Mean	SD	
Mean Score: Teacher Registration	15.45	3.89	GE	22.83	.98	VGE	15.46	3.90	GE

Examination of the general opinion of teachers and TRCN on the extent of implementation of TRCN's teacher registration policy mandate on table 2 shows that teachers were of the view that it was implemented to a great extent (mean = 15.45). On the hand, TRCN staff had a greater perception of the implementation of this policy mandate as they viewed the mandate as being implemented to a very great extent (22.83). Generally, it can be deduced that the TRCN's teacher registration policy mandate was implemented to a great extent as indicated by the total mean rating of 15.46.

Research Question Two

What is the extent of the implementation of TRCN's policy mandate on teacher recertification and licensing in primary and secondary schools in Anambra state?

Table3. Teachers' Percentage Responses on extent of the implementation of TRCN's policy mandtae on teacher recertification and licensing in primary and secondary schools.

	YES (%)	NO (%)	Total
1. Have you been recertified by the TRCN?	1190(37)	2047(63)	3237
a) Did you participate in the following before recertification?	YES (%)	NO (%)	1190
i) In-service training	120(10)	1070(90)	1190
ii) Capacity building workshops and roundtables	321(27)	869(73)	1190
iii) Annual conference for registered teachers?	110(9)	1080(91)	1190
iv) Professional examination?	80(7)	1110(93)	1190
v) Approval stakeholders' seminars	90(8)	1100(92)	1190
	YES (%)	NO (%)	Total
b) Have you been licensed by the TRCN?	1031 (32)	2206 (68)	3237*
i) Did you pay any licensing fee to the TRCN?	176(17)	855(83)	1031
ii) Have you renewed your license since it was issued	21(2)	1010(98)	1031
iii) Did you pay the annual dues to TRCN before the renewal of license?	7(33)	14(67)	21

Key *Total Number of Teachers **Number Registered

Data on table 3 shows that 1190 teachers which represent 37% of the 3237 teachers reported having been recertified by the TRCN. In terms of application of the criteria for recertification, of the 1190 teachers that indicated being recertified, only 10% said they attended in-service training before recertification, 27%

undertook capacity building workshops and roundtables, 9% said they participated in annual conference for registered teachers, 7% reported participating in professional examination while 8% participated in approval stakeholders seminars. Furthermore, 1031 teachers which represent 32% of the 3237 teachers reported having been licensed by the TRCN. Of the 1031 teachers that indicated being licensed, 17% said they paid the licensing fee to the TRCN. In terms of renewal of license issued, only 2% reported that they have renewed their license. Of the 21 (2%) that renewed their license, 33% said they did paid annual dues to the TRCN before renewal while 67% did not.

Table 4. Mean ratings of Teachers and TRCN Staff on the Extent of the Implementation of the TRCN's Policy mandate on Teacher Recertification and Licensing

	Teachers (N=3237)		Remark	TRCN Staff (N=6)		Remark	Total		Decision
	Mean	SD		Mean	SD		Mean	SD	
Mean Score: Teacher Recertification & Licensing	19.57	3.62	LE	36.67	1.51	VGE	19.60	36.69	LE

Examination of the general perception of the teachers on the extent of the implementation of this policy mandate as indicated on table 4 shows that teachers perceived the policy mandate of recertification and licensing to be implemented to a little extent (mean = 19.56) while the TRCN staff had a more positive perception of the implementation of this policy as they viewed the policy as being implemented to a very great extent (mean = 36.67). However, the overall mean score of 19.60 which fell within the "little extent" shows that the policy was perceived as being implemented to a little extent. See table 4 below. Generally, it was decided that the TRCN's policy mandate on teacher recertification and licensing was implemented to a little extent.

Research Question Three

What is the extent of the implementation of TRCN's policy mandate on teacher Mandatory Continuing Professional Development (MCPD)?

Table 5. Teachers' Percentage Responses on extent of the implementation of TRCN's policy mandate on teacher Mandatory Continuing Professional Development (MCPD).

	YES (%)	NO (%)	Total
1. Do you have a copy of the booklet on MCPD by TRCN?	861(27)	2376(73)	3237
Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities?	861(27)	2376(73)	3237*
a) Do you annually evaluate yourself using the reports of the Professional Standards for Nigerian Teachers Checklist (PSNTC)?	281(33)	580(67)	861
b) Do you annually evaluate yourself using reports of other appraisal by other education bodies like ASUBEB and PPSSC?	399(46)	462(54)	861
c) Have you met the local group of teachers to study/discuss teaching issues on a regular basis?	195(23)	666(77)	861
d) Have you collaborated on teaching issues with a group of teachers at a distance using telecommunications organized by TRCN?	293(34)	568(66)	861
e) Have you observed other teachers as part of your professional development?	278(32)	583(68)	861
f) Have you attended/participated in a capacity building for teachers organized by TRCN in form of seminars?	507(59)	354(41)	861
g) Have you attended/ participated in a capacity building for teacher organized by TRCN in form of conferences?	486(56)	375(44)	861

h) Have you attended/ participated in a capacity building on teaching organized by TRCN in form of in-service?	279(32)	582(68)	861
i) Have you attended/ participated in a capacity building on teaching organized by TRCN in form of workshop?	342(40)	519(60)	861
j) Have you attended/ participated in a capacity building on teaching organized by TRCN in form of coaching using teachers with M.ED/PHD?	364(42)	497(58)	861
k) Have you attended/ participated in a capacity building on teaching organized by TRCN in form of symposium?	267(31)	594(69)	861
l) Have you met the minimum number of credits stipulated by TRCN in their CPD booklet?	279(32)	582(68)	861

Key *Total Number of Teachers **Number Registered

Table 5 shows that 861 teachers which represent 27% of the 3237 teachers affirmed to have a copy of the booklet on MCPN by TRCN. Similarly the same 861(27%) of the 3237 teachers reported having participated in the TRCN's MCPD activities. In terms of the specific MCPD activities, of the 861 teachers, only 33% said they annually evaluate their selves using the reports of the professional standard for Nigerian teachers checklist (PSNTC) , 46% evaluate their selves using reports of other appraisal by other education bodies like ASUBEBE and PPSSC, 23% have met local group of teachers to study/discuss teaching issues on a regular basis, 34% have collaborated on teaching issues with a group of teachers at a distance using telecommunications organized by TRCN, 32% reported having observed other teachers as part of their own professional development, 59% said they have attended/ participated in a capacity building on teaching organized by TRCN in form of seminars while 56%, 32%,40%, 42% and 31% reported having

participated in a capacity building on teaching organized by TRCN in form of conferences, in-service, workshops, coaching using teachers with M.ed/Ph.D and symposium. In all, only 32% of the teachers 861 reported that they have met the minimum number of credits stipulated by TRCN in their CPD booklet.

Table 6. Mean ratings of Teachers and TRCN Staff on the Extent of the Implementation of the TRCN's Policy mandate on Teacher Mandatory professional development

	Teachers (N=3237)		Remark	TRCN Staff (N=6)		Remark	Total		Decision
	Mean	SD		Mean	SD		Mean	SD	
Mean Score: Teacher MCPD	22.32	5.67	LE	38.83	1.33	VGE	22.35	5.71	LE

Further examination of the extent of the implementation of MCPD policy mandate using general opinion of teachers and TRCN staff results shown on table 6 suggests that teachers were of the view that it was implemented to a little extent (mean = 23.32). On the other hand, TRCN staff had a more positive perception of the implementation of this policy mandate as they viewed the policy mandate as being implemented to a very great extent (mean = 38.83). Generally, it was decided that the TRCN's policy mandate on teacher Mandatory Continuing Professional Development (MCPD) was implemented to a little extent as indicated by the total mean rating of 22.35.

Research Question Four

What is the extent of the implementation of TRCN's policy mandate on organization of internship schemes for fresh education graduates before their recruitments as teachers?

Table 7. Teachers' Percentage Responses on extent of the implementation of TRCN's policy mandate on Organization of Internship scheme for fresh education graduates

	YES (%)	NO (%)	NA*	Total
1. After your graduation, were you exposed to internship programme?	117(4)	1451(45)	1669(52)	3237*
	YES (%)	NO (%)		2363**
If yes, was the duration between 1 - 2 years:	3(3)	114(97)		117
2. During the internship were you mentored by experienced teachers?	1(1)	116(99)		117

Key *Not Applicable, *Total Number of Teachers **Number Registered

Results on table 7 shows that, of the 3237 teachers, 1669 which accounts for 52% of the total respondents noted that internship programme does not apply to them. However, 117 (4%) reported having undergone internship programme after their graduation, while 1451 (45%) said they were not exposed. Of the 117 respondents that reported having undergone internship programme, only 3% said it lasted between 1 to 2 years. Furthermore, only 1% reported being mentored by senior teachers. These suggest that the internship Policy mandate of TRCN is being implemented to a little extent.

Table 8. Mean ratings of Teachers and TRCN Staff on the Extent of the Implementation of the TRCN's Policy mandate on Internship Programme

	Teachers (N=3237)		Remark	TRCN Staff (N=6)		Remark	Total		Decision
	Mean	SD		Mean	SD		Mean	SD	
Mean Score: Teacher Internship	15.24	5.90	LE	26.50	2.51	VGE	15.27	5.92	LE

On the general perception of the teachers and TRCN staff on extent of the implementation of this policy mandate as shown on table 8, teachers perceived it as being implemented to a little extent (mean = 15.24) while TRCN staff had a more positive perception of the implementation of this policy mandate as they viewed the policy mandate as being implemented to a very great extent (mean = 26.50). Generally, it was decided that the TRCN's policy mandate on organization of internship schemes for fresh education graduates before their recruitments as teachers was implemented to a little extent as indicated by the total mean rating of 15.27.

Research Question Five

What is the extent of the implementation of TRCN's policy mandate on the enforcement of professional ethics among teachers?

Table 9. Teachers' Percentage Responses on extent of the implementation of TRCN's policy mandate on the enforcement of professional ethics among teachers.

	YES (%)	NO (%)	Total
1. Did TRCN provide you with teachers' code of conduct for professional ethics?	1494(46)	1743(54)	3237*
a) Has TRCN ever visited your school to ensure that teachers abide by teachers code of conduct?	417(13)	2820(87)	3237
b) Are you aware of the TRCN's Disciplinary Committee	503(17.5)	2734(82.5)	3237

Key *Total Number of Teachers **Number Registered

Table 9 shows 1494 teachers which represents 46%% of the 3237 teachers affirmed TRCN provided them with teachers' code of conduct for professional ethics while 54% said the opposite.

In terms of visiting schools to ensure that teachers abide by teachers code of conduct, of the 3237 teachers, 13% said TRCN have visited their school to ensure that teachers abide by teachers code of conduct while only 17.5% reported being aware of TRCN's Disciplinary Committee. These suggest that small proportion of the teachers are not aware of the TRCN's teachers' code of conduct for professional ethics and awareness creation by the TRCN on teacher professional ethics in terms of visiting schools was limited.

Table 10. Mean ratings of Teachers and TRCN Staff on the Extent of the Implementation of the TRCN's Policy mandate on Teacher professional ethics

	Teachers (N=3237)		Remark	TRCN Staff (N=6)		Remark	Total		Decision
	Mean	SD		Mean	SD		Mean	SD	
Mean Score: Teacher Ethics	14.48	5.27	LE	22.67	1.03	VGE	14.49	5.27	LE

The above table bothers on the examination of the general opinion of teachers and TRCN staff on the extent of the implementation of TRCN's policy mandate on the enforcement of professional ethics among teachers.Table 10 shows that teachers were of the view that it was implemented to a little extent (mean = 14.48) while TRCN staff had a greater perception of the implementation of this policy mandate as they viewed the policy mandate as being implemented to a very great extent (mean =22.67). Generally, it was decided that the TRCN's policy mandate on enforcement of professional ethics among teachers was implemented to a little extent as indicated by the total mean rating of 14.49.

Research Question Six

To what extent has TRCN implemented its policy mandate on initiation of practices to reposition the teaching profession in Nigeria in order to compete favorably in the global world?

Table 11. Teachers' Percentage Responses on extent has TRCN implemented its policy mandate on initiation of practices to reposition the teaching profession in Nigeria in order to compete favorably in the global world?

	YES (%)	NO (%)	Total
a) Within the past 5years, have participated in any programme organized by TRCN to make teachers to be aware of the international trends and innovations in teaching?	1088(34)	2149(66.4)	3237
c) Within the past five years, have you participated in any programme organized by TRCN to train teachers in the use of ICT in education?	992(31)	2245(69)	3237

Key *Total Number of Teachers **Number Registered

Table 11 shows that 1088 teachers which represents 34% of the 3237 teachers affirmed that within the past 5years, they have participated in programme(s) organized by TRCN to make teachers aware of the international trends and innovations in teaching while 992 which represents 31% of the teachers have within 5years participated in programme(s) organized by TRCN to train teachers in the use of ICT in education. These leave over 60% of the teachers not involved in the teacher repositioning policy mandate. It would seem, therefore, that this policy mandate is implemented to a low extent.

Table 12. Mean ratings of Teachers and TRCN Staff on the Extent of the Implementation of the TRCN's Policy mandate on Teacher Repositioning

	Teachers (N=3237)		Remark	TRCN Staff (N=6)		Remark	Total		Decision
	Mean	SD		Mean	SD		Mean	SD	
Mean Score: Teacher Repositioning	12.47	4.18	LE	22.17	1.83	VGE	12.49	4.20	LE

Examination of the general opinion of teachers and TRCN staff on the extent of the implementation of TRCN's policy mandate on initiation of practices to reposition the teaching profession in Nigeria in order to compete favourably in the global world as shown on table 12 suggests that teachers were of the view that it was implemented to a Low extent (mean= 12.47) while TRCN staff had even lower perception of the implementation of this policy mandate as they viewed the policy mandate as being implemented to a very low extent (mean = 22.17). it was therefore decided that the TRCN's policy mandate on initiation of practices to reposition the teaching profession in Nigeria in order to compete favorably in the global world was implemented to a low extent as indicated by the total mean rating of 12.49.

Hypothesis One

There is no significant difference between mean ratings of teachers and TRCN staff on extent of implementation of TRCN's policy mandate on teacher registration in primary and secondary schools in Anambra state.

Table 13: z-test comparison of opinions of teachers and TRCN staff on extent of implementation of TRCN's policy mandate on teacher registration in primary and secondary schools

	Teachers (n=3237)		TRCN Staff (n=6)					
	Mean	SD	Mean	SD	df	z-cal	z-crit	Decision
Extent of Implementation of TRCN's Policy on Teacher Registration	15.45	3.89	22.83	.98	3241	-4.65	1.96	Significant

The result on table 13 reveals that the calculated z-value (-4.65) is greater than the critical value (1.96) at alpha level of 0.05 and degree of freedom df 3241. This means that the difference in the opinions of teachers and TRCN staff on the extent of implementation of TRCN's policy mandate on teacher registration in primary and secondary schools in Anambra state is significant. Therefore, the null hypothesis was rejected.

Hypothesis Two

There is no significant difference between the mean ratings of teachers and TRCN staff on the extent of implementation of TRCN's policy mandate on teacher re-certification and licensing in primary and secondary schools in Anambra state.

Table 14: z-test comparison of opinions of teachers and TRCN staff on the extent of implementation of TRCN's policy mandate on teacher re-certification and licensing in primary and secondary schools

	Teachers (n=3237)		TRCN Staff (n=6)					
	Mean	SD	Mean	SD	df	z-cal	z-crit	Decision
Extent of Implementation of TRCN's Policy on Teacher re-Certification and Licensing	19.57	3.62	36.67	1.51	3241	-11.58	1.96	Significant

As indicated in table 14, the analysis shows that the z-cal value of -11.58 is greater than the critical value of 1.96 at alpha level of 0.05 and degree of freedom df 3241. This shows that the difference in the opinions of teachers and TRCN staff on the extent of implementation of TRCN's policy mandate on teacher re-certification and licensing in primary and secondary schools is significant. Therefore, the null hypothesis of no significant difference between the groups was rejected.

Hypothesis Three

There is no significant difference between the mean ratings of teachers and TRCN staff on the extent of implementation of TRCN's policy mandate on Mandatory Continuing Professional Development (MCPD) in primary and secondary schools in Anambra state.

Table 15: z-test comparison of opinions of teachers and TRCN staff on the extent of implementation of TRCN's policy mandate on Mandatory Continuing Professional Development (MCPD) in primary and secondary schools

	Teachers (n=3237)		TRCN Staff (n=6)					
	Mean	SD	Mean	SD	df	t-cal	t-crit	Decision
Extent Of Implementation Of TRCN's Policy on MCPD	22.31	5.67	38.83	1.33	3241	-7.14	1.96	Significant

As shown in table 15, the analysis reveals that the calculated z-value (-7.14) is greater than the critical value (1.96) at alpha level of 0.05 and degree of freedom (df) 3241. This indicates that there was a significant difference in the opinions of teachers and TRCN staff on the extent of implementation of TRCN's policy mandate on teacher registration in primary and secondary schools in Anambra state. The null hypothesis was therefore rejected.

Hypothesis Four

There is no significant difference between the mean ratings of teachers and TRCN staff on the extent of implementation of TRCN's internship scheme for fresh education graduates in primary and secondary schools in Anambra state.

Table 16: z-test comparison of opinions of teachers and TRCN staff on the extent of implementation of TRCN's internship scheme for fresh education graduates in primary and secondary schools

	Teachers (n=3237)		TRCN Staff (n=6)					
	Mean	SD	Mean	SD	df	zcal	z-crit	Decision
Extent of Implementation of TRCN's Internship Scheme for Fresh Education Graduates	15.44	5.91	26.50	2.51	3241	-4.67	1.96	Significant

Table 16 indicates that the difference in the opinions of teachers and TRCN staff on the extent of implementation of TRCN's internship scheme for fresh education graduates in primary and secondary schools is significant. This was shown by the z-cal value of -4.67which is greater than the critical value of 1.96 at alpha level of 0.05 and degree of freedom df 3241. Therefore, the null hypothesis of no significant difference between the groups was rejected.

Hypothesis Five

There is no significant difference between the mean ratings of teachers and TRCN staff on the extent of implementation of TRCN policy mandate on professional ethics in Anambra state.

Table 17: z-test comparison of opinions of teachers and TRCN staff on the extent of implementation of TRCN policy mandate on professional ethics in Anambra state.

	Teachers (n=3237)		TRCN Staff (n=6)					
	Mean	**SD**	**Mean**	**SD**	**df**	**z-cal**	**z-crit**	**Decision**
Extent of Implementation of TRCN Policy on Professional Ethics	14.48	5.27	22.67	1.03	3241	-3.81	1.96	Significant

Table 17 shows that the difference in the opinions of teachers and TRCN staff on the extent of implementation of TRCN policy mandate on professional ethics in Anambra state is significant. This was shown by the calculated z-value of -3.81 which is greater than the critical value of 1.96 at alpha level of 0.05 and degree of freedom df 3241. The null hypothesis of no significant difference between the groups was therefore rejected.

Hypothesis Six

There is no significant difference between the mean ratings of primary and secondary teachers and TRCN staff on the extent to which TRCN implements the policy mandates on initiation of practices to reposition the teaching profession in Nigeria in order to compete favorably in the global world.

Table 18: z-test comparison of opinions of teachers and TRCN staff on the extent to which TRCN implements the policy mandate on initiation of practices to reposition the teaching profession in Nigeria in order to compete favorably in the global world

	Teachers (n=3237)		TRCN Staff (n=6)					
	Mean	SD	Mean	SD	df	z-cal	z-crit	Decision
Extent to which TRCN Implements the Policy on Initiation of Practices	12.47	4.18	22.17	1.83	3241	-5.68	1.96	Significant

The result in table 18 reveals that the calculated z-value (-5.68) is greater than the critical value (1.96) at alpha level of 0.05 and degree of freedom df 3241. This means that the difference in the opinions of teachers and TRCN staff on the extent to which TRCN implements the policy mandate on initiation of practices to reposition the teaching profession in Nigeria in order to compete favorably in the global world is significant. Therefore, the null hypothesis was rejected.

Summary of Findings

1. TRCN's policy mandate on teacher registration in primary and secondary schools in Anambra state is implemented to a great extent.

2. TRCN's policy mandate on teacher recertification and licensing in primary and secondary schools in Anambra state is implemented to a little extent.

3. TRCN's policy mandate on teacher Mandatory Continuing Professional Development (MCPD) is implemented to a little extent.

4. TRCN's policy mandate on organization of internship schemes for fresh education graduates before their recruitments as teachers is implemented to a little extent.

5. TRCN's policy mandate on the enforcement of professional ethics among teachers is implemented to a little extent.

6. TRCN policy mandate on initiation of practices to reposition the teaching profession in Nigeria in order to compete favorably in the global world is implemented to a little extent.

7. There was a significant difference between mean ratings of teachers and TRCN staff on extent of implementation of TRCN's policy mandate on teacher registration in primary and secondary schools in Anambra state.

8. There was a significant difference between the mean ratings of teachers and TRCN staff on the extent of implementation of TRCN's policy mandate on teacher re-certification and licensing in primary and secondary schools in Anambra state.

9. There was a significant difference between the mean ratings of teachers and TRCN staff on the extent of implementation of TRCN's policy mandate on Mandatory Continuing Professional Development (MCPD) in primary and secondary schools in Anambra state.

10. There was a significant difference between the mean ratings of teachers and TRCN staff on the extent of implementation of TRCN's internship scheme for fresh education graduates in primary and secondary schools in Anambra state.

11. There was significant difference between the mean ratings of teachers and TRCN staff on the extent of implementation of TRCN policy mandate on professional ethics in Anambra state.

12. There was a significant difference between the mean ratings of teachers and TRCN staff on the extent to which TRCN implements the policy mandate on initiation of practices to reposition the teaching profession in Nigeria in order to compete favorably in the global world.

CHAPTER FIVE

DISCUSSION OF RESULTS, CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the findings of the study were discussed and conclusions were made. Also implications and limitations of the study and recommendations were presented along with suggestions for further research.

Discussion of the Findings

The findings were discussed under the following sub-headings:

1. Extent of the implementation of TRCN's policy mandate on teacher registration in primary and secondary schools in Anambra state.

2. Extent of the implementation of TRCN's policy mandate on teacher recertification and licensing in primary and secondary schools in Anambra state.

3. Extent of the implementation of TRCN's policy mandate on teacher Mandatory Continuing Professional Development (MCPD).

4. Extent of the implementation of TRCN's policy mandate on organization of internship schemes for fresh education graduates before their recruitments as teachers.

5. Extent of the implementation of TRCN's policy mandate on the enforcement of professional ethics among teachers.

6. Extent has TRCN implemented its policy mandate on initiation of practices to reposition the teaching profession in Nigeria in order to compete favorably in the global world.

Extent of the implementation of TRCN's policy mandate on teacher's registration in primary and secondary schools in Anambra state

The study found that the TRCN's policy mandate on teacher registration was implemented to a great extent in Anambra state primary and secondary schools (see table 2). This achievement could be seen in the high proportion of respondents that indicated they have been registered (see table 1) and the statistics from the TRCN statistical digest which shows that the number of primary and secondary schools teacher's registered seem to exceed the number of teachers in the state (see appendix C, page 143). Although, the council may have implemented this policy mandate to a large extent, it could be seen that some of the criteria required for ensuring quality of teachers being registered were not adopted such as subjecting teachers to professional examinations and use of evidence of teacher's good conduct. This is shown by the large proportion of teachers who reported not being subjected to this teacher registration criteria (see table 1). This massive registration without requisite criteria for assuring quality might jeopardize the objective of teacher registration as TRCN's ACT 31 of 1993; Section 6 (1) stated that the registration of these teachers will help in improving the quality of teachers to teaching profession.

In null hypothesis one, there was no significant difference between the mean ratings of TRCN staff and the teachers in primary and secondary schools regarding the issue of registration. This means that both TRCN staff and teachers in primary and secondary schools did not share the same opinion on TRCN's policy mandate on teacher registration. This finding is not in line with that of Botton, Egolson, Sass and Uhu (2013) who found that through teacher registration a significant degree of quality in teaching from prospective teachers will be achieved. This finding found that TRCN used mostly the evidence of registration fee presented for

registration of teachers in primary and secondary schools. Without equivocation, this will not yield good result in professionalizing the teaching profession when compared with how other professions like law, medicine, and pharmacy do the registration of their profession. These professions require that candidates undergo professional examinations and interview before certificate to practice.

Extent of the implementation of TRCN's policy mandate on teacher recertification and licensing in primary and secondary schools in Anambra state.

This study found out that the TRCN's policy mandate on teacher recertification and licensing was implemented to a little extent in primary and secondary schools in Anambra state (see table 3). This could be seen in the little proportion of the respondents that indicated that they have not been recertified and licensed (see table 4). As shown on table 3, out of 3237 teachers that participated in the study 63% of the teachers indicated that they have not been recertified and licensed by the council. In addition to the above, statistics from TRCN statistical digest showed that only 237 teachers have been licensed since its inception (see appendix C.141). This low performance of the council is a poor step towards professionalization of teaching. One then wonders how TRCN will professionalize teaching and improve the quality of teachers in the profession. Gilroy (2014) found that licensing is the legal process of permitting a person to practice a trade or profession for proof of quality once he or she has met the certification standards and it's conducted by agencies like TRCN. The finding is consistent with Baiyelo and Oke (2015) who found that TRCN has not been successful in teacher recertification and licensing. The finding is in line with Ukpor et al (2014) and Edeh (2014) who found that licensing should be an essential pre-requisite for entry

into teaching and there should also be strict enforcement of the TRCN Act 31 of 1993, and more awareness be created among teachers on teaching being a profession like other professions like law, medicine, pharmacy. They affirmed that teaching is a profession but not in its fullest sense and professionalizing the profession is very essential which mostly depends on the teachers which will be easily achieved if adequate awareness is created by the appropriate council-TRCN.

In null hypothesis two, the difference in the opinions of TRCN staff and teachers on the extent of implementation TRCN's policy on teacher re-certification and licensing in primary and secondary schools is significant thus the null hypothesis was rejected based on the divergent views of the two groups.

Extent of the implementation of TRCN's policy mandate on teacher Mandatory Continuing Professional Development (MCPD).

Concerning Mandatory Continuing Professional Development, responses to research question three and null hypothesis three indicated that the extent of implementation of TRCN policy mandate on teacher MCPD in primary and secondary schools in Anambra state is of little extent. This little performance could be seen in the percentage of respondents that indicated they have not been exposed to adequate MCPD by the council (see table 5). The failure of the council to effectively implement this policy could be as a result of the number of teachers that stated they did not have TRCN booklet on MCPD. As seen on table 5 out of 3237 teachers, 2376(73%) responded that they have not received copies of the booklet on MCPD while 861 (27%) agreed that they are in possession of the MCPD booklet. Therefore, since many teachers in the profession were not in possession of the MCPD booklet, one then wonders how the council can sharpen teacher's

expertise in teaching the multicultural classrooms and in interpreting students with special needs using ICT, since the roles and expectations of teachers are changing. More so, the non-availability of MCPD booklet will contribute immensely to greater percentage of teachers being obsolete and difficult in embracing innovative. This is contrary to the opinion of Wiener (2013), Young (2013) and TRCN (2012) who found that teachers should be given opportunity to be knowledge generators by provision of necessary tools to meet professional challenges through MCPD. According to them, it will help to ensure that they are up to date with information that will match the test of time. Therefore, the insufficiency of the booklet to teachers may be a hindrance in teachers benefitting as injectors of new ideas that will enhance teachers own profession.

Thus the finding of this study is consistent with the submissions of Borko (2004) who found that despite the recognition of its importance, the professional development correctly available to teachers is woefully inadequate. In addition, Ayeni (2011) found that the challenges teachers face in the tasks of instructional inputs and curriculum delivery can only be erased if there is effective capacity development during service which will enhance the quality of teaching in primary and secondary schools and improve the overall quality of the education sector. Though, Ayeni was not basically referring to the council, but TRCN should take it upon herself to enhance quality through MCPD since it is one of her policies and also to achieve what is stated in the mission and vision of the council. Finally, it will help tremendously in professionalizing the profession.

Extent of the implementation of TRCN's policy mandate on organization of internship schemes for fresh education graduates before their recruitment as teachers.

The study found out that TRCN's policy mandate of organization of internship schemes for fresh education graduates before their recruitment as teachers was implemented to a little extent as indicated with the mean rating of 15.27 (see table 8). This poor performance could be seen in the proportion of respondents that indicated that internship programs does not apply to them (see table 7) while TRCN staff had a more positive perception of the implementation of this policy mandate as they viewed the policy as being implemented to a very great extent (see table 7). The low implementation of internship programs on fresh education graduates might make the interns not to acquire the requisite skills to teach which TRCN emphasized in TRCN Act 31 of 1993 that this program will help to support and equipped the interns in teaching profession as internship program is done in other noble and more recognized profession. TRCN opined that through the internship exercise with much mentoring of the interns by the professional teachers, the interns will be more grounded and the profession professionalized.

The null hypothesis four also indicated the differences in the opinion of the TRCN staff and the teachers on the extent of implementation of internship scheme is low hence the hypothesis still stand rejection due to the divergent views of the two groups.

This finding is not surprising to the researcher based on the way the interns expose their deficiencies in schools. The interns in teaching profession most at times see the profession as a stepping stone to a better profession of highest integrity with high social status. Therefore, there is need for the council to work aggressively on

the interns so that they will be well balanced and aid towards teacher professionalization.

The extent of implementation of TRCN's policy mandate on enforcement of the professional ethics in primary and secondary teachers.

The finding of this study shows that TRCN policy mandate on the enforcement of professional ethics among teachers is being implemented to a little extent. The analysis in table 5 shows that 54% of the teachers were not provided with code of conduct booklets on professional ethics. When teachers are not provided with code of conduct guiding the profession, there will be cases of poor ethical behaviour and poor compliance which Agih (2013) found has serious consequences on the profession and the moral upbringing of students in the schools. He maintains that the poor compliance of the ethical items by the teachers promotes poor character of teachers in the school. The poor ethical behaviour of teachers has had serious consequences in the profession and in the moral upbringing of students in the schools.

In null hypothesis five, there was a significant between the opinions of teachers and TRCN staff on the extent of implementation the TRCN policy mandate on professional ethics in primary and secondary schools in Anambra state. (see table 17). Therefore, the rejection of the null hypothesis was not surprised to the researcher since the TRCN did not do much in distribution of their code of conducts (54%). In addition, 87% and 82% consistently emphasized that the council had never visited their schools to ensure that teachers abide to the code of conduct and were not aware of TRCN's disciplinary committee. Thus, it will be very difficult to instill the ethics of teaching profession to the teachers. Therefore, professionalization of teaching still will be slime.

Extent of the implementation of TRCN's policy mandate on initiation of practices to reposition the teaching profession in Nigeria in order to compete favourably in the global world.

The finding of this research question six shows that the extent of implementation of the above TRCN's policy mandate in primary and secondary schools in Anambra state is of low extent (see table 11). The finding revealed that only 34% of the teachers indicated that in the past five years, they have participated in programs organized by the council to make teachers to be aware of the international trends and innovations in teaching and 64% said they have not participated in any program organized by the council on the program above. While, on the other hand, 69% of teachers said they have not participated in any program organized by the council to train teachers on the use of ICT in education while only 31% said they have participated in such program.

In null hypothesis six, the mean rating of primary and secondary schools teacher's and the TRCN on the extent to which TRCN has implemented the policy mandate to reposition the teaching profession is quite low. This shows that the two groups did not agree which portrayed more on the 34% and 31% of the teachers that were involved in the teacher repositioning policy which mainly resulted on the low participation of teachers in the programs organized by the council. Thus, leaving greater percentages (66.4% and 69% respectively) to state they have not been fully involved in the above program.

Going by the result above, it's obvious that the TRCN have not done much towards repositioning the teaching profession in Anambra state to compete favourably in the globalized world.

Conclusion

Based on the findings of the study the following conclusions were made:

1. TRCN's policy mandate on teacher registration in primary and secondary schools in Anambra state is implemented to a great extent.

2. TRCN's policy mandate on teacher recertification and licensing in primary and secondary schools in Anambra state is implemented to a little extent.

3. TRCN's policy mandate on teacher Mandatory Continuing Professional Development (MCPD) is implemented to a little extent.

4. TRCN's policy mandate on organization of internship schemes for fresh education graduates before their recruitments as teachers is implemented to a little extent.

5. TRCN's policy mandate on the enforcement of professional ethics among teachers is implemented to a little extent.

6. TRCN policy mandate on initiation of practices to reposition the teaching profession in Nigeria in order to compete favorably in the global world is implemented to a little extent.

In the light of these findings, the researcher concludes that going by the fact that out of the six areas of the policy mandate explored in this wok only the policy mandate on teacher registration is implemented to a great extent while the other five areas are being implemented to a little extent. Therefore the TRCN policy mandate in Anambra state has not been effectively implemented.

Implications of the Findings

The findings of the study have a number of implications for the teaching profession. One of such implication is that massive registration of teachers without following the requisite criteria for assuring quality might jeopardize the objective,

mission and vision of Teacher Registration Council. Massive registration without adherence to registration criteria runs contrary to the overall objective of setting up the Council.

The findings of this study also implies that unless teachers are certified and licensed the purpose of certification and licensing which is the provision of proof of quality and professional standing of teacher will be undermined.

Another implication of this study is that unless teachers are adequately and constantly empowered to catch up with the educational goals and are provided with adequate learning opportunities so they could provide high quality teaching as envisaged in the vision of TRCN professionalization of teaching will remain a problem area.

The findings also implies that when teachers are not being provided with code of conduct guiding the profession there are bound to be cases of poor ethical behavior and poor compliance and this has serious consequences for the profession and in the moral upbringing of students in the schools.

In achieving the nation's quest for self-reliant society, imbued with vibrant economy and productive citizenry, the study implies that comprehensive teacher education programmes which will help to improve the capacities of the teachers and help keep them up with the trends be provided for teachers in areas such as knowledge and use of ICT because without these it will be almost impossible for teachers in Nigeria to compete in a globalizing world. The knowledge and use of computer technology as well as the internet is a necessity for all teachers. This is to guarantee the relevance of the system and its products in the 21st century.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. TRCN should adhere to using the requisite criteria like mandatory qualifying examination, interview, etc before registration of teachers for improving the quality and commitment of teachers to the teaching profession.

2. The study also recommends that certification and licensing of teachers be properly carried out by TRCN for proof of quality and professional standing of teachers in the teaching profession.

3. Teachers should be adequately and constantly empowered through the TRCN's mandatory professional development and internship programmes in order for them to provide high quality teaching as envisaged in the vision of TRCN.

4. TRCN should always organize periodic workshops, conferences and seminars for teachers in primary and secondary schools in the state. They must inspire teachers to develop and maintain professional culture and refrain from unethical values.

5. TRCN should produce sufficient code of professional ethics and widely circulate them to teachers by visiting their schools. This will enable them to feel the teachers and engender professionalism among teachers.

6. TRCN should work with teacher education institutions in the country to map out the best method to use for the internship programs so that internship should be properly and effectively achieved for teacher professionalization.

Limitation of the Study

The study was carried out using primary and secondary schools teachers in Anambra state only. Therefore, data collected was only for them and would neither be used for other education sectors in the state nor be freely used to generalize for the entire primary and secondary schools teachers in the Nigeria as a country.

Suggestions for Further Study

Based on the findings of the study, the researcher challenges interested researchers to embark on researching other areas of the TRCN policy or to solicit more data that the current study could not review and analyze. In the light of the above premise, the following are recommended for further research:

1. A replication of this study should be carried out in another state or zone to assess the level of implementation of the TRCN policy in other states or zones.
2. The study should also be carried out using different methods such as interview.
3. The study can be carried out after five to ten years in Anambra state.
4. The study can be carried out using only primary and secondary schools heads in Anambra state.
5. The study could also be extended to higher education sector in Anambra state and other states in Nigeria.
6. The study can also be carried out in private schools in same state or other states.

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APPENDICES

Appendix A

Introductory Letter

Department of Educational Management & Policy,

Faculty of Education,

Nnamdi Azikiwe, University,

Awka.

26th July, 2015.

Dear Respondents,

The researcher is a Ph.D. student of Educational Management and Policy in the above name university. She is carrying out a study on the assessment of the extent to which the policy mandates on professionalization of teaching made by the Teachers' Registration Council of Nigeria (TRCN) have been implemented in Primary and Secondary schools in Anambra State of Nigeria.

The researcher humbly seeks your consent to assist in providing the relevant information and responding to items in the attached questionnaire. The answers given are for academic purposes and confidentiality will be given to any response given. Thank you for your kindness.

Yours faithfully,

Mbonu, Obianuju Adaobi.

(Researcher)

Appendix B

TEACHER QUESTIONNAIRE

Part 1: Teachers' Demographic Information

Instruction: Each question is followed by two columns marked yes/no. Indicate your response to each question by ticking (√) in the column that applies to you. Also some statements require that you please supply some information as needed.

1.   **Job Designation of Respondent**:

a) Primary School Teacher ☐

b) Secondary School Teacher ☐

2. Academic Qualification: Please tick the qualifications that you have

1.   TTC ☐

2.   Certificate (NCE) ☐

3.   Diploma (OND/HND) ☐

4.   Bachelor's Degree in Education ☐

5.   Bachelor's degree in other fields (Not Education) ☐

6.   Post Graduate Diploma in Education ☐

7.   Post Graduate diploma in other fields (Not Education) ☐

8.   Masters' Degree in Education ☐

9.   Masters' degree in other fields (Not Education) ☐

10.   Doctorate Degree in education ☐

11.   Doctorate Degree in other field (Not Education) ☐

12.   Others Please Specify)……………………………………………

3. Local Government Area:

1.	Aguata	
2.	Anambra East	
3.	Anambra West	
4.	Anaocha	
5.	Awka North	
6.	Awka South	
7.	Ayamelum	
8.	Dunukofia	
9.	Ekwusigo	
10.	Idemili North	
11.	Idemili South	
12.	Ihiala	
13.	Njikoka	
14.	Nnewi North	
15.	Nnewi South	
16.	Ogbaru	
17.	Onitsha North	
18.	Onitsha South	
19.	Orumba North	
20.	Orumba South	
21.	Oyi	

PART II

TEACHERS' PERSONAL EXPERIENCE OF THE TRCN TEACHER PROFESSIONALIZATION POLICY MANDATES
Section 1. Teachers' Experience of Implementation of the TRCN policy mandate on Teacher Registration
Have you been registered by the TRCN?   Yes [   ]   If yes, [   ]
How long have you been registered? _____
Were you inducted before registration?   Yes [   ] No [   ]
Which of the following did you meet before being registered?

	Yes	No
a) Professional examinations only		
b) Interviews Only?		
c) Both professional examination and interview?		
d) Registration fee only was considered?		
e) Did you present certificate of good conduct before being registered?		
2. Have you been issued a certificate by the TRCN		

Section 2. **Teachers' Experience of Implementation of the TRCN policy mandate on Recertification and Licensing**
3. Have you been re-certified?   Yes [   ]   No [   ]   If yes,
Did you participate in the following before recertification?

	Yes	No
a) In-service training before re-certification?		
b) Capacity building workshops and roundtables?		
c) Annual conference for registered teachers?		
d) Professional examination?		
e) Approved stakeholders seminars?		
4. Have you been licensed by the TRCN? If yes,		
a) Did you pay any licensing fee to the TRCN?		
b) Have you renewed your licensee since it was issued? If yes,		
c) Did you pay the annual dues to TRCN before the renewal of license?		

Section 3. **Teachers' Experience of Implementation of the TRCN policy mandate on Mandatory Continuing professional Development (MCPD).**

5) Do you have a copy of the booklet on MCPD by TRCN?   Yes [   ]   No [   ]

   If yes

6. Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities?

   Yes [   ]   No [   ]   If yes,

		YES	NO
a)	Do you annually evaluate yourself using the reports of the Professional Standards for Nigerian Teachers Checklist (PSNTC)?		
b)	Do you annually evaluate yourself using reports of other appraisal by other education bodies like ASUBEB and PPSSC?		
c)	Have you observed other teachers teaching as part of your professional development?		
d)	Have you met the local group of teachers to study/discuss teaching issues on a regular basis?		
e)	Have you collaborated on teaching issues with a group of teachers at a distance using telecommunications organized by TRCN?		
f)	Have you attended/participated in a capacity building on teaching organized by TRCN in form of seminars?		
g)	Have you attended/participated in a capacity building on teaching organized by TRCN in form of conference?		
h)	Have you attended/participated in a capacity building on teaching organized by TRCN in form of in-service?		
i)	Have you attended/participated in a capacity building on teaching organized by TRCN in form of workshops?		
j)	Have you attended/participated in a capacity building on teaching organized by TRCN in form of coaching using teachers with M.ED/PhD?		
k)	Have you attended/participated in a capacity building on teaching organized by TRCN in form of symposium?		
l)	Have you met the minimum number of credits stipulated by TRCN in their CPD booklet?		

Section 4. **Teachers' Experience of Implementation of the TRCN policy mandate on organization of internship schemes for fresh education graduates.**

7) After your graduation, were you exposed to internship programme? Yes ☐   No ☐

If yes,

a) Was the duration between 1-2 years?   Yes ☐   No ☐

b) During internship were you mentored by experienced teachers?   Yes ☐   No ☐

Section 5. **Implementation of TRCN policy mandate on the enforcement of professional ethics among teachers.**

8) Did TRCN Provide you with teachers' code of conduct for professional ethics? Yes ☐ No ☐

9) Are you are aware of the TRCN Disciplinary Committee?   Yes ☐   No ☐

10) Has TRCN ever visited your school to ensure that teachers abide by teachers' code of conduct? Yes ☐   No ☐

Section 6. Implementation of TRCN policy mandate on the other policies and practices

11) Within the past 5 years have you participated in any programme organized by TRCN to

make teachers to be aware of the international trends and innovations in teaching?   Yes ☐

No ☐

12) Within the past 5 years, have you participated in any programme organized by TRCN to train

teachers in the use of ICT in education?   Yes ☐   No ☐

PART III: TEACHERS' PERCEPTION OF THE EXTENT OF THE

IMPLEMENTATION OF TRCN'S TEACHER PROFESSIONALIZATION POLICY

MANDATES.

Please indicate by ticking (√) inside the column that confirms with your perception of the extent

the TRCN does the following:

S/N		Very Great Extent	Great Extent	Little Extent	Very Little Extent
	Teacher Registration Policy Mandate				
1	Organizes induction exercise before registration of teachers				
2	Subjects teachers to professional examination before registration				
3	Subjects teachers to interview before registration				
4	Subjects teachers to both professional examination and interview before registration				
5	Uses teachers' good conduct as a criteria for registration				
6	Uses only payment of registration dues as the criterion for teacher registration				
	Teacher Re-certification and Licensing				
7	TRCN re-certifies teachers				
8	Organizes annual conference for registered teachers before re-certification				
9	subjects teachers for capacity building workshops and roundtable discussions				
10	Exposes teachers to professional examination				
11	Organizes stakeholders seminars for teachers				
12	Organizes in-service training for teachers before re-certification				
13	TRCN Issue license to teachers				
14	Teachers pay fees before being licensed				
15	Teachers renew their license every three years				
16	Teachers pay their annual subscriptions yearly				
	Teacher Mandatory Continuing Professional Development				
17	Distributes Copies of the booklet on MCPD to teachers				
18	Organizes Capacity Building for teachers using seminar				
19	Organizes Capacity Building for teachers using				

	Conference				
20	Organize Capacity Building for teachers using In-service Training				
21	Organize Capacity Building for teachers using Workshops				
22	Organize Capacity Building for teachers using Coaching using teaching with MED/PhD				
23	Collaborates on teaching issues with a group of teachers at a distance using telecommunications organized by TRCN				
24	Organizes professional development activities with other education bodies like ASUBED, PPSSCE				
25	Encourages teachers to meet the minimum number of credits stipulated in their continuous professional development				
	Teacher Internship				
26	Organizes internship scheme for fresh education graduates				
27	Ensures that the duration of the internship for NCE graduates is 2 years				
28	Ensures that the duration of the internship for B.Ed graduates is 1 year				
29	Collaborates with teacher preparation institutions to organize internship schemes for fresh graduates				
30	Ensures that the candidates for internship to go to any school chosen by TRCN for the internship				
31	Exposes teachers to the mentoring by experienced teachers during internship programme				
32	Specifies schools where the internship programme would be done				
	Teachers' Professional Ethics				
33	Distributes the TRCN handbook on teachers' code of conduct				
34	Provides teachers with professional standards to promote ethical practices in the teaching profession				
35	Ensures that teachers are made aware of the existence of TRCN's disciplinary committee				
36	visits schools to ensure that teachers abide by the code of conduct				
37	Regularly reminds teachers through circulars to avoid any misconduct that may bring the profession to disrepute				
38	Disciplines teachers for professional misconduct				
	Teacher Repositioning				
39	Constantly makes teachers aware of the increasing pace of change and new demands on the teachers in the light of International teaching trends				

40	Regularly trains teachers on use of ICT as an international teaching trend				
41	Makes teachers aware of the innovations in the teaching profession from time to time				
42	Works with the teachers in schools to create the right culture for change in schools for adoption and sustenance of innovations				
43	Introduces teachers to innovations so as to meet the challenges in the international scene				
44	Trains teachers on the use of ICT in teaching and learning				

QUESTIONNAIRE FOR TRCN STAFF

PART I: PERCEPTION OF THE EXTENT OF THE IMPLEMENTATION OF TRCN'S TEACHER PROFESSIONALIZATION POLICY MANDATES.

Please indicate by ticking (√) inside the column that confirms with your perception of the extent the TRCN does the following:

S/N		Very Great Extent	Great Extent	Little Extent	Very Little Extent
	Teacher Registration				
1	Organizes induction exercise before registration of teachers				
2	Subjects teachers to professional examination before registration				
3	Subjects teachers to interview before registration				
4	Subjects teachers to both professional examination and interview before registration				
5	Uses teachers' good conduct as a criteria for registration				
6	Uses only payment of registration dues as the criterion for teacher registration				
	Teacher Re-certification and Licensing				
7	TRCN re-certifies teachers				
8	Organizes annual conference for registered teachers before re-certification				
9	subjects teachers for capacity building workshops and roundtable discussions				
10	Exposes teachers to professional examination				
11	Organizes stakeholders seminars for teachers				
12	Organizes in-service training for teachers before re-certification				

13	TRCN Issue license to teachers				
14	Teachers pay fees before being licensed				
15	Teachers renew their license every three years				
16	Teachers pay their annual subscriptions yearly				
	Teacher Mandatory Continuing Professional Development				
17	Distributes Copies of the booklet on MCPD to teachers				
18	Organizes Capacity Building for teachers using seminar				
19	Organizes Capacity Building for teachers using Conference				
20	Organize Capacity Building for teachers using In-service Training				
21	Organize Capacity Building for teachers using Workshops				
22	Organize Capacity Building for teachers using Coaching using teaching with MED/PhD				
23	Collaborates on teaching issues with a group of teachers at a distance using telecommunications organized by TRCN				
24	Organizes professional development activities with other education bodies like ASUBED, PPSSCE				
25	Encourages teachers to meet the minimum number of credits stipulated in their continuous professional development				
	Teacher Internship				
26	Organizes internship scheme for fresh education graduates				
27	Ensures that the duration of the internship for NCE graduates is 2 years				
28	Ensures that the duration of the internship for B.Ed graduates is 1 year				
29	Collaborates with teacher preparation institutions to organize internship schemes for fresh graduates				
30	Ensures that the candidates for internship to go to any school chosen by TRCN for the internship				
31	Exposes teachers to the mentoring by experienced teachers during internship programme				
32	Specifies schools where the internship programme would be done				
	Teachers' Professional Ethics				
33	Distributes the TRCN handbook on teachers' code of conduct				
34	Provides teachers with professional standards to promote ethical practices in the teaching profession				
35	Ensures that teachers are made aware of the existence of				

	TRCN's disciplinary committee				
36	visits schools to ensure that teachers abide by the code of conduct				
37	Regularly reminds teachers through circulars to avoid any misconduct that may bring the profession to disrepute				
38	Disciplines teachers for professional misconduct				
	Teacher Repositioning				
39	Constantly makes teachers aware of the increasing pace of change and new demands on the teachers in the light of International teaching trends				
40	Regularly trains teachers on use of ICT as an international teaching trend				
41	Makes teachers aware of the innovations in the teaching profession from time to time				
42	Works with the teachers in schools to create the right culture for change in schools for adoption and sustenance of innovations				
43	Introduces teachers to innovations so as to meet the challenges in the international scene				
44	Trains teachers on the use of ICT in teaching and learning				

Appendix C

TRCN'S TEACHER REGISTRATION, INDUCTION AND LICENSING STATISTICS (2005 to 2015)

Year	Total No of Primary Teachers	Total No of Secondary Teachers	Total Primary Registered	Total Secondary Registered	No. Recertified	No. license	No. Renewed licensed	Total No. Inductees
2002	14,457	7,352			-	-	-	-
2003	20,159				-	-	-	-
2004	14,081	6,070			-	-	-	-
2005	12,956	6,188	13,544	**6,085**	-	-	-	-
2006	13,431		9,699	**6,994**	-	-	-	-
2007	13,801		18,715	**8,453**	-	-	-	-
2008	11,869				-	-	-	-
2009	-		-	**-**	-	-	-	-
2010	11,273	6,009			-	-	-	-
2011	11,273		18,816	**8,601**	-	-	-	-
2012			20,745	**9041**	-	-	-	**30**
2013			-	-	-	**237**	-	**211**
2014	12,025	6080	-	-	-	-	-	**895**
2015	12,025	6402	14975	10094	-	-	-	**1330**
Grand Total						**237**	-	**2,466**

Source: TRCN's Statistical Digest

Appendix D

DETERMINATION OF THE RELIABILITY OF INSTRUMENT

Summary of Reliability Analysis

Part	Sections	Correlation	Coefficient of Reliability
II	I	.803+.708+.829+.895+.843+.821+.861+.890	.831
	II	.858+.867+.967+.854+.857+.805+.821+.845+.842+.918	.790
	III	.732+.827+.913+.707+.603+.714+.811+.910+.851+.917+.978+.819+.713+.828+.829	.810
	IV	.765+.914+.821	.833
	V	.922+.890+.694	.835
	VI	.786+.915	.851
III	I – VI	.732+.856+.711+.835+.827+.953	.819
	Total		

PART II
Section 1: Teachers Experience of Implementation of TRCN Policy Mandate on Teacher Registration Correlations

Correlations

		Have you been registered by the TRCN? (1st)	Have you been registered by the TRCN? .(2nd)
Have you been registered by the TRCN? (1st)	Pearson Correlation	1	.803[**]
	Sig. (2-tailed)		.000
	N	20	20
Have you been registered by the TRCN? (2nd)	Pearson Correlation	.803[**]	1
	Sig. (2-tailed)	.000	
	N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

Correlations

		Were you inducted before registration (1st)	Were you inducted before registration(2nd)
Were you inducted before registration (1st)	Pearson Correlation	1	.708**
	Sig. (2-tailed)		.000
	N	20	20
Were you inducted before registration (2nd)	Pearson Correlation	.708**	1
	Sig. (2-tailed)	.000	
	N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

Correlations

		Professional examinations only (1st)	Professional examinations only (2nd)
Professional examinations only (1st)	Pearson Correlation	1	.829**
	Sig. (2-tailed)		.000
	N	20	20
Professional examinations only (2nd)	Pearson Correlation	.829**	1
	Sig. (2-tailed)	.000	
	N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

Correlations		Interviews Only (1st)	Interviews Only (2nd)
Interviews Only (1st)	Pearson Correlation	1	.895**
	Sig. (2-tailed)		.000
	N	20	20
Interviews Only (2nd)	Pearson Correlation	.895**	1
	Sig. (2-tailed)	.000	
	N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

Correlations		Both professional examination and interview (1st)	Both professional examination and interview (2nd)
Both professional examination and interview (1st)	Pearson Correlation	1	.843**
	Sig. (2-tailed)		.000
	N	20	20
Both professional examination and interview (2nd)	Pearson Correlation	.843**	1
	Sig. (2-tailed)	.000	
	N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

Correlations

		Registration fee only was considered (1st)	Registration fee only was considered (2nd)
Registration fee only was considered (1st)	Pearson Correlation	1	.821[**]
	Sig. (2-tailed)		.000
	N	20	20
Registration fee only was considered (2nd)	Pearson Correlation	.821[**]	1
	Sig. (2-tailed)	.000	
	N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

Correlations

		Did you present certificate of good conduct before being registered (1st)	Did you present certificate of good conduct before being registered.(2nd)
Did you present certificate of good conduct before being registered (1st)	Pearson Correlation	1	.861[**]
	Sig. (2-tailed)		.000
	N	20	20
Did you present certificate of good conduct before being registered.(2nd)	Pearson Correlation	.861[**]	1
	Sig. (2-tailed)	.000	
	N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

Correlations

		Have you been issued a certificate by the TRCN (1st)	Have you been issued a certificate by the TRCN (2nd)
Have you been issued a certificate by the TRCN (1st)	Pearson Correlation	1	.890**
	Sig. (2-tailed)		.000
	N	20	20
Have you been issued a certificate by the TRCN.(2nd)	Pearson Correlation	.890**	1
	Sig. (2-tailed)	.000	
	N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

Section 2. **Teachers' Experience of Implementation of the TRCN policy mandate on Recertification and Licensing**

Correlations

Correlations

		Have you been re-certified? (1st)	Have you been re-certified? (2nd)
Have you been re-certified? (1st)	Pearson Correlation	1	.858**
	Sig. (2-tailed)		.000
	N	20	20
Have you been re-certified? 2nd)	Pearson Correlation	.858**	1
	Sig. (2-tailed)	.000	
	N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

Correlations

		in-service training before re-certification (1st)	in-service training before re-certification.(2nd)
in-service training before re-certification (1st)	Pearson Correlation	1	.867[**]
	Sig. (2-tailed)		.000
	N	20	20
in-service training before re-certification (2nd)	Pearson Correlation	.867[**]	1
	Sig. (2-tailed)	.000	
	N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

Correlations

		Capacity building workshops and roundtables? (1st)	Capacity building workshops and roundtables?(2nd)
Capacity building workshops and roundtables? (1st)	Pearson Correlation	1	.967[**]
	Sig. (2-tailed)		.000
	N	20	20
Capacity building workshops and roundtables? (2nd)	Pearson Correlation	.967[**]	1
	Sig. (2-tailed)	.000	
	N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

		Annual conference for registered teachers? (1st)	Annual conference for registered teachers? (2nd)
Annual conference for registered teachers? (1st)	Pearson Correlation	1	.854**
	Sig. (2-tailed)		.000
	N	20	20
Annual conference for registered teachers? (2nd)	Pearson Correlation	.854**	1
	Sig. (2-tailed)	.000	
	N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

Correlations

		Professional examination? (1st)	Professional examination? (2nd)
Professional examination? (1st)	Pearson Correlation	1	.857**
	Sig. (2-tailed)		.000
	N	20	20
Professional examination? (2nd)	Pearson Correlation	.857**	1
	Sig. (2-tailed)	.000	
	N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

Correlations

		Approved stakeholders seminars? (1st)	Approved stakeholders seminars? (2nd)
Approved stakeholders seminars?(1st)	Pearson Correlation	1	.805**
	Sig. (2-tailed)		.000
	N	20	20
Approved stakeholders seminars?(2nd)	Pearson Correlation	.805**	1
	Sig. (2-tailed)	.000	
	N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

Correlations

		Have you been Licensed by the TRCN (1st)	Have you been Licensed by the TRCN.(2nd)
Have you been Licensed by the TRCN (1st)	Pearson Correlation	1	.821**
	Sig. (2-tailed)		.000
	N	20	20
Have you been Licensed by the TRCN.(2nd)	Pearson Correlation	.821**	1
	Sig. (2-tailed)	.000	
	N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

Correlations

		Did you pay any licensing fee to the TRCN? (1st)	Did you pay any licensing fee to the TRCN? (2nd)
Did you pay any licensing fee to the TRCN? (1st)	Pearson Correlation	1	.845[**]
	Sig. (2-tailed)		.000
	N	20	20
Did you pay any licensing fee to the TRCN?.(2nd)	Pearson Correlation	.845[**]	1
	Sig. (2-tailed)	.000	
	N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

Correlations

		Have you renewed your licensee since it was issued? (1st)	Have you renewed your licensee since it was issued? (2nd)
Have you renewed your licensee since it was issued? (1st)	Pearson Correlation	1	.842[**]
	Sig. (2-tailed)		.000
	N	20	20
Have you renewed your licensee since it was issued?. (2nd)	Pearson Correlation	.842[**]	1
	Sig. (2-tailed)	.000	
	N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

		Did you pay the annual dues to TRCN before the renewal of license?(1st)	Did you pay the annual dues to TRCN before the renewal of license? (2nd)
Did you pay the annual dues to TRCN before the renewal of license? (1st)	Pearson Correlation	1	.918**
	Sig. (2-tailed)		.000
	N	20	20
Did you pay the annual dues to TRCN before the renewal of license? (2nd)	Pearson Correlation	.918**	1
	Sig. (2-tailed)	.000	
	N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

<u>Section 3.</u> **Teachers' Experience of Implementation of the TRCN policy on Mandatory Continuing professional Development (MCPD).**
Correlations

Correlations

		Do you have a copy of the booklet on MCPD by TRCN? (1st)	Do you have a copy of the booklet on MCPD by TRCN? .(2nd)
Do you have a copy of the booklet on MCPD by TRCN? (1st)	Pearson Correlation	1	.732**
	Sig. (2-tailed)		.000
	N	20	20
Do you have a copy of the booklet on MCPD by TRCN? .(2nd)	Pearson Correlation	.732**	1
	Sig. (2-tailed)	.000	
	N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

		. Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities?.(1st)	. Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities? (2nd)
. Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities? (1st)	Pearson Correlation	1	.827[**]
	Sig. (2-tailed)		.000
	N	20	20
. Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities? (2nd)	Pearson Correlation	.827[**]	1
	Sig. (2-tailed)	.000	
	N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

Correlations

		Do you annually evaluate yourself using the reports of the Professional Standards for Nigerian Teachers Checklist (PSNTC)?(1st)	Do you annually evaluate yourself using the reports of the Professional Standards for Nigerian Teachers Checklist (PSNTC)?. (2nd)
Do you annually evaluate yourself using the reports of the Professional Standards for Nigerian Teachers Checklist (PSNTC)?	Pearson Correlation	1	.913[**]
	Sig. (2-tailed)		.000
	N	20	20
Do you annually evaluate yourself using the reports of the Professional Standards for Nigerian Teachers Checklist (PSNTC)? (2nd)	Pearson Correlation	.913[**]	1
	Sig. (2-tailed)	.000	
	N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

		Do you annually evaluate yourself using reports of other appraisal by other education bodies like ASUBEB and PPSSC?(1st)	Do you annually evaluate yourself using reports of other appraisal by other education bodies like ASUBEB and PPSSC?(2nd)
Do you annually evaluate yourself using reports of other appraisal by other education bodies like ASUBEB and PPSSC? (1st)	Pearson Correlation	1	.707**
	Sig. (2-tailed)		.000
	N	20	20
Do you annually evaluate yourself using reports of other appraisal by other education bodies like ASUBEB and PPSSC? (2nd)	Pearson Correlation	.707**	1
	Sig. (2-tailed)	.000	
	N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

		Have you observed other teachers teaching as part of your professional development? (1st)	Have you observed other teachers teaching as part of your professional development? (2nd)
Have you observed other teachers teaching as part of your professional development?. (1st)	Pearson Correlation	1	.603**
	Sig. (2-tailed)		.000
	N	20	20
Have you observed other teachers teaching as part of your professional development? (2nd)	Pearson Correlation	.603**	1
	Sig. (2-tailed)	.000	
	N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

		Have you met the a local group of teachers to study/discuss teaching issues on a regular basis?(1st)	Have you met the a local group of teachers to study/discuss teaching issues on a regular basis? (2nd)
Have you met the a local group of teachers to study/discuss teaching issues on a regular basis? (1st)	Pearson Correlation	1	.714[**]
	Sig. (2-tailed)		.000
	N	20	20
Have you met the a local group of teachers to study/discuss teaching issues on a regular basis? (2nd)	Pearson Correlation	.714[**]	1
	Sig. (2-tailed)	.000	
	N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

		Have you met the a local group of teachers to study/discuss teaching issues on a regular basis? (1st)	Have you met the a local group of teachers to study/discuss teaching issues on a regular basis? (2nd)
Have you met the a local group of teachers to study/discuss teaching issues on a regular basis?(1st)	Pearson Correlation	1	.811[**]
	Sig. (2-tailed)		.000
	N	20	20
Have you met the a local group of teachers to study/discuss teaching issues on a regular basis?(2nd)	Pearson Correlation	.811[**]	1
	Sig. (2-tailed)	.000	
	N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

		Have you collaborated on teaching issues with a group of teachers at a distance using telecommunications organized by TRCN? (1st)	Have you collaborated on teaching issues with a group of teachers at a distance using telecommunications organized by TRCN?(2nd)
Have you collaborated on teaching issues with a group of teachers at a distance using telecommunications organized by TRCN? (1st)	Pearson Correlation	1	.910[**]
	Sig. (2-tailed)		.000
	N	20	20
Have you collaborated on teaching issues with a group of teachers at a distance using telecommunications organized by TRCN?(2nd)	Pearson Correlation	.910[**]	1
	Sig. (2-tailed)	.000	
	N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

		Have you attended/participated in a capacity building on teaching organized by TRCN in form of seminars?(1st)	Have you attended/participated in a capacity building on teaching organized by TRCN in form of seminars?(2nd)
Have you attended/participated in a capacity building on teaching organized by TRCN in form of seminars?(1st)	Pearson Correlation	1	.851**
	Sig. (2-tailed)		.000
	N	20	20
Have you attended/participated in a capacity building on teaching organized by TRCN in form of seminars?(2nd)	Pearson Correlation	.851**	1
	Sig. (2-tailed)	.000	
	N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

		Have you attended/participated in a capacity building on teaching organized by TRCN in form of conference?(1st)	Have you attended/participated in a capacity building on teaching organized by TRCN in form of conference? (2nd)
Have you attended/participated in a capacity building on teaching organized by TRCN in form of conference? (1st)	Pearson Correlation	1	.917**
	Sig. (2-tailed)		.000
	N	20	20
Have you attended/participated in a capacity building on teaching organized by TRCN in form of conference?(2nd)	Pearson Correlation	.917**	1
	Sig. (2-tailed)	.000	
	N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

		Have you attended/participated in a capacity building on teaching organized by TRCN in form of in-service? (1st)	Have you attended/participated in a capacity building on teaching organized by TRCN in form of in-service?(2nd)
Have you attended/participated in a capacity building on teaching organized by TRCN in form of in-service? (1st)	Pearson Correlation	1	.978**
	Sig. (2-tailed)		.000
	N	20	20
Have you attended/participated in a capacity building on teaching organized by TRCN in form of in-service?(2nd)	Pearson Correlation	.978**	1
	Sig. (2-tailed)	.000	
	N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

		Have you attended/participated in a capacity building on teaching organized by TRCN in form of workshops?(1st)	Have you attended/participated in a capacity building on teaching organized by TRCN in form of workshops?(2nd)
Have you attended/participated in a capacity building on teaching organized by TRCN in form of workshops? (1st)	Pearson Correlation	1	.819**
	Sig. (2-tailed)		.000
	N	20	20
Have you attended/participated in a capacity building on teaching organized by TRCN in form of workshops? (2nd)	Pearson Correlation	.819**	1
	Sig. (2-tailed)	.000	
	N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

		Have you attended/participated in a capacity building on teaching organized by TRCN in form of coaching using teachers with M.ED/PhD?(1st)	Have you attended/participated in a capacity building on teaching organized by TRCN in form of coaching using teachers with M.ED/PhD?.(2nd)
Have you attended/participated in a capacity building on teaching organized by TRCN in form of coaching using teachers with M.ED/PhD?(1st)	Pearson Correlation	1	.713[**]
	Sig. (2-tailed)		.000
	N	20	20
Have you attended/participated in a capacity building on teaching organized by TRCN in form of coaching using teachers with M.ED/PhD? (2nd)	Pearson Correlation	.713[**]	1
	Sig. (2-tailed)	.000	
	N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

Correlations		Have you attended/participated in a capacity building on teaching organized by TRCN in form of symposium?(1st)	Have you attended/participated in a capacity building on teaching organized by TRCN in form of symposium? (2nd)
Have you attended/participated in a capacity building on teaching organized by TRCN in form of symposium? (1st)	Pearson Correlation	1	.828**
	Sig. (2-tailed)		.000
	N	20	20
Have you attended/participated in a capacity building on teaching organized by TRCN in form of symposium? (2nd)	Pearson Correlation	.828**	1
	Sig. (2-tailed)	.000	
	N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

Correlations		Have you met the minimum number of credits stipulated by TRCN in their CPD booklet?(1st)	Have you met the minimum number of credits stipulated by TRCN in their CPD booklet? (2nd)
Have you met the minimum number of credits stipulated by TRCN in their CPD booklet? (1st)	Pearson Correlation	1	.829**
	Sig. (2-tailed)		.000
	N	20	20
Have you met the minimum number of credits stipulated by TRCN in their CPD booklet? (2nd)	Pearson Correlation	.829**	1
	Sig. (2-tailed)	.000	
	N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

Section 4. **Teachers' Experience of Implementation of the TRCN policy mandate on organization of internship schemes for fresh education graduates**

Correlations

		After your graduation, were you exposed to internship programme? (1st)	After your graduation, were you exposed to internship programme? (2nd)
After your graduation, were you exposed to internship programme? (1st)	Pearson Correlation	1	.765[**]
	Sig. (2-tailed)		.000
	N	20	20
After your graduation, were you exposed to internship programme? (2nd)	Pearson Correlation	.765[**]	1
	Sig. (2-tailed)	.000	
	N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

Correlations

		was the duration between 1-2 years (1st)	was the duration between 1-2 years (2nd)
was the duration between 1-2 years (1st)	Pearson Correlation	1	.914[**]
	Sig. (2-tailed)		.000
	N	20	20
was the duration between 1-2 years (2nd)	Pearson Correlation	.914[**]	1
	Sig. (2-tailed)	.000	
	N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

Correlations

		During internship were you mentored by experienced teachers? (1st)	During internship were you mentored by experienced teachers? (2nd)
During internship were you mentored by experienced teachers? (1st)	Pearson Correlation	1	.821**
	Sig. (2-tailed)		.000
	N	20	20
During internship were you mentored by experienced teachers? (2nd)	Pearson Correlation	.821**	1
	Sig. (2-tailed)	.000	
	N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

Section 5. **Implementation of TRCN policy mandate on the enforcement of professional ethics among teachers.**

Correlations

Correlations

		Did TRCN Provide you with teachers' code of conduct for professional ethics? (1st)	Did TRCN Provide you with teachers' code of conduct for professional ethics? 2nd)
Did TRCN Provide you with teachers' code of conduct for professional ethics? (1st)	Pearson Correlation	1	.922**
	Sig. (2-tailed)		.000
	N	20	20
Did TRCN Provide you with teachers' code of conduct for professional ethics? 2nd)	Pearson Correlation	.922**	1
	Sig. (2-tailed)	.000	
	N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

Correlations

		Are you are aware of the TRCN Disciplinary Committee? (1st)	Are you are aware of the TRCN Disciplinary Committee? (2nd)
Are you are aware of the TRCN Disciplinary Committee? (1st)	Pearson Correlation	1	.890**
	Sig. (2-tailed)		.000
	N	20	20
Are you are aware of the TRCN Disciplinary Committee? .(2nd)	Pearson Correlation	.890**	1
	Sig. (2-tailed)	.000	
	N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

Correlations

		Has TRCN ever visited your school to ensure that teachers abide by teachers' code of conduct? (1st)	Has TRCN ever visited your school to ensure that teachers abide by teachers' code of conduct? (2nd)
Has TRCN ever visited your school to ensure that teachers abide by teachers' code of conduct? (1st)	Pearson Correlation	1	.694**
	Sig. (2-tailed)		.000
	N	20	20
Has TRCN ever visited your school to ensure that teachers abide by teachers' code of conduct?2nd)	Pearson Correlation	.694**	1
	Sig. (2-tailed)	.000	
	N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

Section 6. Implementation of TRCN policy mandate on the other policies and practices

Correlations

Correlations

		Within the past 5 years,have you participated in any programme organized by TRCN to make teachers to be aware of the international trends and innovations in teaching? (1st)	Within the past 5 years,have you participated in any programme organized by TRCN to make teachers to be aware of the international trends and innovations in teaching?.(2nd)
Within the past 5 years,have you participated in any programme organized by TRCN to make teachers to be aware of the international trends and innovations in teaching? (1st)	Pearson Correlation	1	.786**
	Sig. (2-tailed)		.000
	N	20	20
Within the past 5 years,have you participated in any programme organized by TRCN to make teachers to be aware of the international trends and innovations in teaching? (2nd)	Pearson Correlation	.786**	1
	Sig. (2-tailed)	.000	
	N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

Correlations

		Within the past 5 years, have you participated in any programme organized by TRCN to train teachers in the use of ICT in education?　(1st)	Within the past 5 years, have you participated in any programme organized by TRCN to train teachers in the use of ICT in education?　2nd)
Within the past 5 years, have you participated in any programme organized by TRCN to train teachers in the use of ICT in education? (1st)	Pearson Correlation	1	.915**
	Sig. (2-tailed)		.000
	N	20	20
Within the past 5 years, have you participated in any programme organized by TRCN to train teachers in the use of ICT in education? (2nd)	Pearson Correlation	.915**	1
	Sig. (2-tailed)	.000	
	N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

PART III

Scale: TRCN Teacher Registration Policy Mandate

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the

procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.732	6

Scale: TRCN Teacher Recertification & Licensing Policy Mandate

Reliability Statistics

Cronbach's Alpha	N of Items
.856	10

Scale: TRCN Teacher Mandatory Continuing Professional Development Policy Mandate

Reliability Statistics

Cronbach's Alpha	N of Items
.711	9

Scale: TRCN Teacher Internship Policy Mandate

Reliability Statistics

Cronbach's Alpha	N of Items
.835	7

Scale: TRCN Teacher Professional Ethics Policy Mandate

Reliability Statistics

Cronbach's Alpha	N of Items
.827	6

Scale: TRCN Teacher Repositioning Policy Mandate

Reliability Statistics

Cronbach's Alpha	N of Items
.953	5

Appendix E

POPULATION AND SAMPLE DISTRIBUTION OF PRIMARY SCHOOL TEACHERS

Statistics of teachers in the 21 Local Government Education Authority (21) in Anambra State.

LGEA	Population of Teachers	sample
1. Aguata	717	143
2. Anambra East	591	118
3. Anambra West	396	79
4. Anaocha	650	130
5. Awka North	385	77
6. Awka South	626	125
7. Ayamelum	451	90
8. Dunukofia	306	61
9. Ekwusigo	390	78
10. Idemili North	1093	219
11. Idemili South	626	125
12. Ihiala	848	170
13. Njikoka	471	94
14. Nnewi North	601	120
15. Nnewi South	555	111
16. Ogbaru	668	134
17. Onitsha North	648	130
18. Onitsha South	499	100
19. Orumba North	492	98
20. Orumba South	477	95
21. Oyi	535	107
Total	**12025**	**2405**

Appendix F

SAMPLE OF TEACHERS USED FOR THE STUDY

POPULATION AND SAMPLE DISTRIBUTION OF SECONDARY SCHOOL TEACHERS

AGUATA ZONE

S/NO.	AGUATA L.G.A	TUTORIAL STAFF			Sample
		M	F	T	
1	URBAN GIRL'S EKWULOBIA	5	28	33	7
2	GIRLS SEC.IGBOUKWU	6	25	31	6
3	C. S. S. ISUOFIA	3	28	31	6
4	AGUATA HIGH.SCH AGUATA	5	18	23	5
5	GIRL'S HIGH.SCH. UGA	2	15	17	3
6	UGA BOY'S SEC.SCH.UGA	3	18	21	4
7	C. S .S. UGA	2	14	16	4
8	PIONEER SEC.SCH.UMUCHU	3	17	20	4
9	C .S .S.UMUCHU	1	8	9	2
10	UMUCHU HIGH SCH.UMUCHU	2	12	14	3
11	G .T .C.UMUCHU	8	10	18	3
12	ST. PETER'S SEC.SCH.ACHINA	4	12	16	3
13	GIRL'S SEC.SCH. ACHINA	1	12	13	3
14	C. S . S.NKPOLOGWU	2	12	14	3
15	C .S . S . ORAERI	2	16	18	3
16	C. S. S .AGULUEZECHUKWU	4	10	14	3
17	C. S. S. AKPO	1	14	15	3
18	CHRIST THE RED.COLLEGE AMESI	0	17	17	3
19	C. S . S. IGBOUKWU (BSS)	3	12	15	3
20	C. S . S.(BSS)EZINIFITE	3	13	16	3
21	EZINIFITE HIGH SCH EZINIFITE(GSS)	7	12	19	4
	TOTAL	67	323	390	78

S/NO.	ORUMBA NORTH	TUTORIAL STAFF			Sample
		M	F	T	
1	C. H. S .NANKA	1	27	28	6
2	C. S. S. NANKA	1	15	16	3
3	C. S. S. OKO	3	30	33	
4	C. S. S.NDIKELIONWU	3	10	13	3
5	C. S. S. NDIOWU	1	18	19	4
6	C. S. S. UFUMA	8	8	16	3
7	C.S S.ENUGWUABOR UFUMA	5	11	16	3
8	C. S.S.AWGBU	4	12	16	3
9	C. H. S. AWGBU	2	11	13	3
10	AWGBU GRAMMAR SCH.AWGBU	0	12	12	2
11	C.S.S. AJALI	4	15	19	4
12	C. S .S .OMOGHO	2	13	15	3
13	C. S. S. AWA	3	11	14	3
	TOTAL	**37**	**193**	**230**	**46**

S/NO.	ORUMBA SOUTH	TUTORIAL STAFF			Sample
		M	F	T	
1	ALL SAINTS SCE SCH UMUNZE	8	19	27	5
2	C. H. S . UMUNZE	5	22	27	5
3	G. T. C. UMUNZE	11	12	23	5
4	C. S. S. IHITE	5	15	20	4
5	C.H. S. NAWFIJA	4	11	15	3
6	NEW BETHEL SCH.ISULO	2	14	16	3
7	VICTORY HIGH SCH. EZIRA	6	7	13	3
8	PREMIER SEC SCH OGBUNKA	3	11	14	3
9	GIRLS' SEC SCH.OGBUNKA	4	6	10	2
10	UNION SEC SCH OWERREZUKALA	4	7	11	2
11	C. S. S . OWERREZUKALA	1	6	7	1
12	C. H .S.OGBOJI	3	12	15	3
13	UNION SEC SCHUMUOMAKU	3	9	12	2
	TOTAL	**59**	**151**	**210**	**42**

AWKA ZONE

S/NO	ANAOCHA LGA NAME OF SCHOOLS	TUTORIAL M	F	T	Sample
1	GIRLS' HIGH SCHOOL AGULU	8	31	39	8
2	FLORA A.M.C SEC.SCH. NENI	3	19	22	4
3	LORETTO SPE. SEC. SCH. ADAZI NNUKWU	3	22	25	5
4	COMM. SEC. SCH. OBELEDU	5	18	23	5
5	COMM. SEC. SCH. ICHIDA	3	13	16	3
6	COMM. HIGH SCH. AGULUZIGBO	4	15	19	4
7	BUBENDORFF M.G.S. ADAZI-NNUKWU	4	24	28	6
8	COMM. SEC. SCH. AGULU	6	13	19	4
9	OJIAKO MEMO GRAM SCH. ADAZI-ANI	3	17	20	4
10	UNION SEC. SCH. AGULU	2	14	16	3
11	COMM. HIGH SCH. ADAZI	0	17	17	3
12	COMM HIGH SCH. AKWAEZE	8	15	23	5
13	AGULU GRAM. SCH. AGULU	4	14	18	4
14	LAKE-CITY SEC. SCH. NRI	2	21	23	5
15	GIRLS' SEC. SCH. ADAZI-NNUKWU	1	11	12	2
16	REGAL SEC. SCH. NRI	6	13	19	4
	TOTAL	62	277	339	68

S/NO	AWKA NORTH LGA NAME OF SCHOOLS	TUTORIAL M	F	T	Sample
1	COMM. SEC. SCH. AMANSEA	1	29	30	6
2	COMM. SEC. SCH. ISUANIOCHA	5	24	29	6
3	COMM. SEC. SCH. EBENEBE	6	11	17	3
4	COMM. SEC. SCH. MGBAKWU	5	16	21	4
5	COMM. SEC. SCH. ACHALLA	6	16	22	4
6	COMM. SEC. SCH. AMANUKE	4	14	18	4
7	COMM. SEC. SCH. URUM	5	15	20	4
8	COMM. SEC. SCH. AWBA OFEMILI	6	16	22	4
	TOTAL	38	141	179	36

S/NO	DUNUKOFIA LGA NAME OF SCHOOLS	TUTORIAL M	F	T	Sample
1	ST. MARY'S HIGH SCH. IFITEDUNU	6	35	41	8
2	WALTER EZE MEMO SEC. SCH. UKPO	2	26	28	6
3	COMM SEC. SCH. UMUNNACHI	0	28	28	6
4	NNEAMAKA SEC. SCH. IFITEDUNU	3	21	24	5
5	COMM. SEC. SCH. UKPO	2	18	20	4
6	COMM. SEC. SCH. UKWULU	2	9	11	2
7	ST. KIZITO GIRLS' SEC. SCH. UMUDIOKA	5	33	38	8
8	COMM. HIGH SCH. NAWGU	2	8	10	2
	TOTAL	22	178	200	40

S/NO	NJIKOKA LGA NAME OF SCHOOLS	TUTORIAL M	F	T	Sample
1	COMP. SEC. SCH. NAWFIA	18	44	62	12
2	GIRLS' SEC. SCH. ABAGANA	10	30	40	8
3	NNAMDI AZIK. SEC. SCH. ABAGANA	8	26	34	7
4	IDE SEC. SCH. ENUGWU-UKWU	3	36	39	8
5	ST. MICHEAL'S MOD.COMP.SEC.SCH. NIMO	7	16	23	5
6	GIRLS' SEC. SCH. NIMO	3	17	20	4
7	COMM. SEC. SCH. ABBA	4	22	26	5
8	GOVT. TECH. COLLEGE ENUGWU-AGIDI	8	12	20	4
9	GIRLS' SEC. SCH. ENUGWU-AGIDI	0	17	17	3
10	NAWFIA COMM. SEC. SCH. NAWFIA	4	24	28	6
11	OKUTALUKWE COMM. SEC. SCH. E/UKWU	4	17	21	4
	TOTAL	69	261	330	66

S/NO	AWKA SOUTH LGA NAME OF SCHOOLS	TUTORIAL M	F	T	Sample
1	ST. JOHN SEC. SCH. AWKA	3	66	69	14
2	IGWEBUIKE GRAMMER SCH. AWKA	9	41	50	10
3	GIRLS' SEC. SCH. AWKA	4	70	74	15
4	COMM. SEC. SCH UMUOKPU	1	50	51	10
5	CAPITAL CITY SEC. SCH. AWKA	5	44	49	10
6	KENNETH DIKE MEM. SEC. SCH. AWKA	4	44	48	10
7	EZI-AWKA COMM. SEC. SCH. AWKA	0	32	32	6
8	COMM. SEC. SCH. OKPUNO	9	36	45	9
9	NNEOMA COMM. SEC. SCH. NIBO	1	10	11	2
10	COMM. SEC. SCH. MBAUKWU	6	23	29	6
11	EMEKA AGHASILI HIGH SCH. NISE	0	33	33	7
12	COMM. SEC. SCH. AGULU AWKA	3	24	27	6
13	COMM. SEC. SCH. AMAWBIA	3	25	28	6
14	UNION SEC. SCH. UMUAWULU	1	19	20	4
15	UNION SEC. SCH. AMAWBIA	4	23	27	6
16	EZEIKE HIGH SCH. NIBO	1	22	23	5
17	HOLY CROSS HIGH SCH. UMUAWULU/MBAUKWU	3	11	14	3
18	COMM. SEC. SCH. ISIAGU	3	13	16	3
	TOTAL	60	586	646	129

NNEWI ZONE

S/NO	NNEWI NORTH NAMES OF SCHOOL	TUTORIAL M	F	T	Sample
1	GIRLS' SEC. SCHOOL, NNEWI	1	49	50	10
2	M. REGINA MOD. COM. SEC. SCH. NNEWI	1	48	49	10
3	NNEWI HIGH SCHOOL, NNEWI	7	35	42	8
4	NIGERIAN SC. & TECH. COLLEGE, NNEWI	10	27	37	7
5	OKONGWU MEM. GRAM. SCH, NNEWI	2	48	50	10
6	WOMEN ED. CENTRE, NNEWI	0	25	25	5
7	COMM. SEC. SCH. NNEWICHI, NNEWI	3	27	30	6
8	AKO COMM. SEC. SCH, URUAGU NNEWI	3	28	31	6
	TOTAL	27	287	314	63

S/NO	NNEWI SOUTH NNAMES OF SCHOOLS	TUTORIAL M	F	T	Sample
	NNEWI SOUTH	**TUTORIAL**			**Sample**
S/NO	**NNAMES OF SCHOOLS**	**M**	**F**	**T**	
1	UNION SEC. SCHOOL, (BSS) AMICHI	0	19	19	4
2	COMMUNITY SEC. SCHOOL, AMICHI	2	18	20	4
3	AZIGBO SPECIAL SCIENCE SCH, AZIGBO	1	9	10	2
4	COMMUNITY SEC. SCHOOL, EBENATOR	2	12	14	3
5	COMMUNITY SEC. SCHOOL, EKWULUMILI	1	10	11	2
6	COMMUNITY HIGH SCHOOL, EZINIFITE	2	6	8	2
7	AWO-EZIMUZO CSS, EZINIFITE	3	7	10	2
8	BOYS' HIGH SCHOOL, OSUMENYI	3	7	10	2
9	COMMUNITY HIGH SCHOOL, OSUMENYI	2	16	18	4
10	COMMUNITY SEC. SCHOOL, UKPOR	4	13	17	4
11	UKPOR HIGH SCHOOL, UKPOR	1	14	15	3
12	UNUBI HIGH SCHOOL, UNUBI (UHS)	3	8	11	2
13	PREMIER (GIRLS') SEC. SCHOOL, UNUBI	3	8	11	2
14	UTUH HIGH SCHOOL, UTUH	1	14	15	3
15	GOVERT TECHNICAL COLLEGE, UTUH	6	8	14	3
16	COMMUNITY SEC. SCHOOL, AKWAIHEDI	1	9	10	2
17	EBE UNITY COLLEGE EBE	2	4	6	1
	TOTAL	**37**	**182**	**219**	**44**

S/NO	EKWUSIGO L.G.A. NAMES OF SCHOOLS	TUTORIAL			Sample
		M	F	T	
1	COMMUNITY SEC. SCHOOL, ICHI	2	25	27	5
2	UNION SEC. SCHOOL, ICHI (GSS)	2	20	22	4
3	COMMUNITY SEC. SCHOOL, IHEMBOSI	3	15	18	4
4	BOYS' SEC. SCHOOL, ORAIFITE	3	16	19	4
5	GIRLS' SEC. SCHOOL, ORAIFITE	2	18	20	4
6	COMMUNITY SEC. SCHOOL, OZUBULU	1	13	14	3
7	GIRLS' SEC. SCHOOL, OZUBULU	8	34	42	8
8	ZIXTON SEC. SCHOOL, OZUBULU	1	14	15	3
	TOTAL	22	155	177	35

S/NO	IHIALA LGA NAMES OF SCHOOL	Tutorial			Sample
		M	F	T	
1	COMMUNITY HIGH SCHOOL, AMORKA	3	7	10	2
2	COMMUNITY SEC. SCHOOL, AZIA	7	7	14	3
3	ST. ANTHONY'S SEC. SCHOOL, AZIA	6	5	11	2
4	ABBOT GIRLS SEC. SCHOOL, IHIALA	3	26	29	6
5	ABBOT BOY'S SEC. SCHOOL, IHIALA	5	16	21	4
6	G.T.C. IHIALA	5	18	23	5
7	ST. JUDE SEC. SCHOOL, IHIALA	2	22	24	5
8	COMMUNITY SEC. SCHOOL, ISSEKE	5	13	18	4
9	COMMUNITY SEC. SCHOOL, LILU	2	6	8	2
10	COMMUNITY SEC. SCHOOL, MBOSI	3	15	18	4
11	UNION SEC. SCHOOL, OKIJA	2	18	20	4
12	OKIJA GRAM. SCHOOL, OKIJA	9	18	27	5

13	COMMUNITY SEC. SCH, ORSUMUOGHU	3	11	14	3
14	GIRLS' SEC. SCHOOL, ULI	3	13	16	3
15	ULI HIGH SCHOOL, ULI	4	10	14	3
16	COMMUNITY HIGH SCH, UMUOMA ULI	4	4	8	2
17	COMMUNITY SEC. SCH, OGWUANAOCHA	9	3	12	2
	TOTAL	**75**	**212**	**287**	**57**

OGIDI ZONE

	IDEMILI NORTH L.G.A	**TUTORIAL**			**Sample**
S/NO	**NAME OF SCHOOLS**	**M**	**F**	**T**	
1	NOTRE DAME HIGH SCHOOL ABATETE	3	20	23	5
2	ABANNA GIRLS SEC. SCH. ABATETE	3	25	28	6
3	COMM. SEC. SCH. EZIOWELLE	1	14	15	3
4	COMM. SEC. SCH. IDEANI4	0	14	14	3
5	GOVT. TECHNICAL COLLEGE NKOR	8	37	45	9
6	URBAN SEC. SCH. NKPOR	3	48	51	10
7	COMM. SEC. SCH. OBOSI	0	29	29	6
8	UNION SEC. SCH. OBOSI (G.S.S. OBOSI)	6	49	55	11
9	BOYS' SEC. SCH. OGIDI	5	33	38	8
10	GIRLS' SEC. SCH. OGIDI (A.G.S.S. OGIDI)	4	28	32	6
11	COMM. SEC. SCH. ORAUKWU	2	16	18	4
12	ORAUKWU GRAMMAR SCH. ORAUKWU	3	12	15	3
13	COMM. SEC. SCH. UKE	5	21	26	5
14	MATER AMABILIS SEC. SCH. UMUOJI	1	38	39	8
15	COMM. SEC. SCH. UMUOJI	2	24	26	5
16	AWADA SEC. SCH. AWADA	2	37	39	8
	TOTAL	**48**	**445**	**493**	**99**

S/NO	IDEMILI SOUTH L.G.A NAME OF SCHOOLS	TUTORIAL M	F	T	Sample
1	ST. JOHN SEC. SCH. AKWA-UKWU	2	11	13	3
2	ST. JOHN'S SCIENCE & TEC. ALOR	7	19	26	5
3	GIRLS' SEC. SCH. ALOR	4	21	25	5
4	GIRLS' SEC. SCH. AWKA-ETITI	6	24	30	6
5	ST. JOSEPH'S SEC. SCH. AWKA-ETITI	3	11	14	3
6	OUR LADY'S SEC. SCH. NNOBI	5	27	32	6
7	COMM. SEC. SCH. NNOBI	5	16	21	4
8	COMM. SEC. SCH. NNOKWA	5	14	19	4
9	UNITY SEC. SCH. NNOKWA	0	13	13	3
10	GIRLS' SEC. SCH. OBA	1	21	22	4
11	MERCHANT OF LIGHT SEC. SCH. OBA	5	23	28	5
12	BOYS' SEC. SCH. OJOTO	4	10	14	3
13	GIRLS' SEC. SCH. OJOTO	2	17	19	4
	TOTAL	49	227	276	55

S/NO	OYI L.G.A NAME OF SCHOOLS	TUTORIAL M	F	T	Sample
1	COMM. SEC. SCH. AWKUZU	5	17	22	4
2	UNITY SEC. SCH. AWKUZU	2	11	13	3
3	MODEL COMPR. SEC. SCH. N/EZUNAKA	2	12	14	3
4	COMM. HIGH SCH. N/EZUNAKA	2	20	22	4
5	BOYS' HIGH SCH. NTEJE	6	9	15	3
6	NEW ERA SEC. SCH. NTEJE	5	22	27	5
7	CAVE CITY SEC. SCH. OGBUNIKE	4	34	38	8
8	ST. MONICA'S COLLEGE OGBUNIKE	1	35	36	8
9	PROGRESSIVE SEC. SCH. UMUNYA	1	12	13	3
10	COMM. SEC. SCH. UMUNYA	4	12	16	3
11	WOMEN EDUCATION CENTRE AWKUZU	0	4	4	1
	TOTAL	32	188	220	44

ONITSHA ZONE

S/NO.	ONITSHA NORTH L.G.A.	TUTORIAL STAFF			Sample
		M	F	T	
1	DENNIS MEMO. GRAM. SCHOOL	5	70	75	15
2	ANGLICAN GIRLS' SEC. SCH. ONITSHA	2	56	58	13
3	QUEEN OF ROSARY SCHOOL	4	58	62	12
4	ADO GIRLS' SEC. SCHOOL	6	47	53	11
5	ST. CHARLES SEC. SCHOOL	9	63	72	14
6	EASTERN ACADEMY	3	51	54	11
7	NEW ERA GIRLS' SEC. SCH.	2	38	40	8
8	INLAND GIRLS' SEC. SCHOOL	1	44	45	9
9	WASHINGTON MEM. SEC. SCH.	2	37	39	8
10	PATTERSON MEMO GRAM SCHOOL OSHA	3	31	34	7
11	PRINCE MEM. SEC. ONITSHA	3	52	55	11
12	ARMY DAY SEC. SCHOOL	5	47	52	10
13	METROPOLITAN COLLEGE	3	44	47	9
14	GOVT. TECH. COLLEGE	19	36	55	11
15	ONITSHA HIGH SCHOOL	3	43	46	9
16	OUR LADY'S HIGH SCHOOL,	1	56	57	11
	TOTAL	71	773	844	169

S/NO	ONITSHA SOUTH LGA	TUTORIAL			Sample
		M	F	T	
1	CHRIST THE KING COLLEGE	9	58	67	13
2	MODEBE MEM. SEC. SCHOOL	2	38	40	8
3	METU MEM.SEC.SCHOOL	4	52	56	11
4	URBAN GIRLS SEC SCHOOL	2	48	50	10
5	URBAN BOYS SEC SCHOOL	1	36	37	7
6	SPECIAL SEC SCH FOR THE DEAF	2	17	19	4
	TOTAL	20	249	269	54

S/NO	OGBARU L.G.A.	TUTORIAL			Sample
		M	F	T	
1	OGBARU HIGH. SCH.OGBAKUBA	8	19	27	5
2	IDEKE GRAMM.SEC. SCH IDEKE	2	37	39	8
3	UNITY COMP.GIRLS HIGH SCH.	2	51	53	11
4	COMM. BOYS' SEC.SCH.OKPOKO	2	22	24	5
5	COMM. GIRLS' SEC.SCH. OKPOKO	0	23	23	5
6	COMM. SEC. SCH. ATANI	5	24	29	6

7	GOVT TECH. COLLEGE. OSOMALA	7	15	22	4
8	COMM. SEC. SCH. ODEKPE	2	20	22	4
9	JOSEPHINE ODUAH MEMO.SEC.SCH. AKILI-OZIZOR	3	21	24	5
10	ANTHONY OBAZE MEMO COMM SEC SCH OCHUCHE	4	14	18	4
	TOTAL	35	246	281	56

OTUOCHA ZONE

	ANAMBRA EAST L.G.A	**TUTORIAL**			**Sample**
S/N	**NAME OF SCHOOLS**	**M**	**F**	**T**	
1	FR. JOE. M.H.S. AGULERI	8	17	26	5
2	JUSTICE .C.M.S. AGULERI	8	18	26	5
3	C.S.S. NANDO	10	6	16	3
4	G.S.S UMUERI	4	13	17	3
5	C.H.S. IGBARIAM	3	11	15	3
6	C.S.S. UMUOBA.-ANAM	10	16	26	5
7	G.T.C. UMUERI	8	15	23	5
8	COL. M.A.S. ENUGUOTU	6	8	14	3
9	C.S.S IFITE-UMUERI	5	25	30	6
10	C.H.S. NSUGBE	3	25	28	6
	TOTAL	**65**	**154**	**221**	**44**

	ANAMBRA WEST L.G.A	**TUTORIAL**			**Sample**
S/N	**NAME OF SCHOOLS**	**M**	**F**	**T**	
1	ANAM HIGH SCH. OROMA-ETITI	10	3	13	3
2	C.S.S. UMUEZE-ANAM	8	14	22	4
3	C.S.S. IGBEDOR	12	5	17	3
4	C.S.S IFITE-ANAM. MMIATA	8	12	20	4
5	U.C.S.S. INOMA-AKATOR	11	1	12	2
6	C.C.S.S. NZAM	12	6	18	4
7	C.KC. UMUEM-ANAM	5	10	15	3
	TOTAL	**66**	**51**	**117**	**23**

S/N	AYAMELUM L.G.A / NAMES OF SCHOOLS	TUTORIAL M	F	T	Sample
1	OGBE HIGH SCHOOL, ANAKU	10	8	18	4
2	C.S.S. OMOR	19	6	25	5
3	AMIKWE C.S.S. OMOR	9	9	18	4
4	COMMUNITY SEC. SCH. IGBAKWU	9	9	18	4
5	C.S.S. IFITE OGWARI	11	12	23	5
6	R.S.S. UMERUM	6	7	13	3
7	COMMUNITY SEC. SCH. UMUMBO	16	6	22	4
8	U.S.S OMASI	10	3	13	3
9	COMMUNITY SEC. SCH. UMUEJE	7	3	10	2
	TOTAL	**97**	**63**	**160**	**32**

TOTAL Number of Secondary School Teachers = 6402

<center>**Appendix G**</center>
<center>**SPSS OUTPUT**</center>

Research Question One - Teachers' Personal Experience of TRCN Registration Policy Mandate

<center>**Have you been registered by the TRCN?**</center>

		Frequency	Percent	Valid Percent	Cumulative Percent
	yes	2363	72.9	72.9	72.9
Valid	No	880	27.1	27.1	100.0
	Total	3243	100.0	100.0	

<center>**How Long have you been registered?**</center>

		Frequency	Percent	Valid Percent	Cumulative Percent
	1	240	10.2	10.2	10.2
	2	170	7.2	7.2	17.4
	3	242	10.3	10.3	27.6
	4	231	9.8	9.8	37.4
	5	758	32.1	32.1	69.5
Valid	6	138	5.8	5.8	75.4
	7	379	16.1	16.1	91.4
	8	81	3.4	3.4	94.9
	9	54	2.3	2.3	97.2
	10	70	2.8	2.8	100.0
	Total	2363	100.0	100.0	

Crosstabs

<center>**Were you inducted before registration? * Have you been registered by the TRCN? Crosstabulation**</center>

			Have you been registered by the TRCN?	Total
			Yes	
Were you inducted before registration?	Yes	Count	330	330
		% within Have you been registered by the TRCN?	14.0%	14.0%
	No	Count	2033	2033
		% within Have you been registered by the TRCN?	86.0%	86.0%
Total		Count	2363	2363
		% within Have you been registered by the TRCN?	100.0%	100.0%

Professional examinations only? * Have you been registered by the TRCN? Crosstabulation

			Have you been registered by the TRCN?	Total
			Yes	
Professional examinations only?	Yes	Count	840	840
		% within Have you been registered by the TRCN?	35.5%	35.5%
	No	Count	1523	1523
		% within Have you been registered by the TRCN?	64.5%	64.5%
Total		Count	2363	2363
		% within Have you been registered by the TRCN?	100.0%	100.0%

Interviews Only? * Have you been registered by the TRCN? Crosstabulation

			Have you been registered by the TRCN?	Total
			yes	
Interviews Only?	yes	Count	497	497
		% within Have you been registered by the TRCN?	21.0%	21.0%
	No	Count	1866	1866
		% within Have you been registered by the TRCN?	79.0%	79.0%
Total		Count	2363	2363
		% within Have you been registered by the TRCN?	100.0%	100.0%

Both professional examination and interview? * Have you been registered by the TRCN? Crosstabulation

			Have you been registered by the TRCN?	Total
			Yes	
Both professional examination and interview?	Yes	Count	534	534
		% within Have you been registered by the TRCN?	22.6%	22.6%
	No	Count	1829	1829
		% within Have you been registered by the TRCN?	77.4%	77.4%
Total		Count	2363	2363
		% within Have you been registered by the TRCN?	100.0%	100.0%

Registration fee only was considered? * Have you been registered by the TRCN? Crosstabulation

			Have you been registered by the TRCN?	Total
			Yes	
Registration fee only was considered?	Yes	Count	304	304
		% within Have you been registered by the TRCN?	12.9%	12.9%
	No	Count	2059	2059
		% within Have you been registered by the TRCN?	87.1%	87.1%
Total		Count	2363	2363
		% within Have you been registered by the TRCN?	100.0%	100.0%

Did you present certificate of good conduct before being registered? * Have you been registered by the TRCN? Crosstabulation

			Have you been registered by the TRCN?	Total
			Yes	
Did you present certificate of good conduct before being registered?	Yes	Count	649	649
		% within Have you been registered by the TRCN?	27.5%	27.5%
	No	Count	1714	1714
		% within Have you been registered by the TRCN?	72.5%	72.5%
Total		Count	2363	2363
		% within Have you been registered by the TRCN?	100.0%	100.0%

Have you been issued a certificate by the TRCN? * Have you been registered by the TRCN? Crosstabulation

			Have you been registered by the TRCN?	Total
			Yes	
Have you been issued a certificate by the TRCN?	Yes	Count	866	866
		% within Have you been registered by the TRCN?	36.6%	36.6%
	No	Count	1497	1497
		% within Have you been registered by the TRCN?	63.4%	63.4%
Total		Count	2363	2363
		% within Have you been registered by the TRCN?	100.0%	100.0%

Research Question Two- Teachers' Personal Experience of TRCN Recertification & Licensing Policy Mandate

Frequencies

Have you been re-certified?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1190	36.8	36.8	36.8
	No	2047	63.2	63.2	100.0
	Total	3237	100.0	100.0	

Did you attend any in-service training before re-certification? * Have you been re-certified? Crosstabulation

			Have you been re-certified? Yes	Total
Did you atttend any in-service training before re-certification?	yes	Count	120	120
		% within Have you been re-certified?	10.1%	10.1%
	No	Count	1070	1070
		% within Have you been re-certified?	89.9%	89.9%
Total		Count	1190	1190
		% within Have you been re-certified?	100.0%	100.0%

Did you participate in the following before recertification: Capacity building workshops and roundtables? * Have you been re-certified? Crosstabulation

			Have you been re-certified? Yes	Total
Did you participate in the following before recertification: Capacity building workshops and roundtables?	yes	Count	321	321
		% within Have you been re-certified?	27.0%	27.0%
	No	Count	869	869
		% within Have you been re-certified?	73.0%	73.0%
Total		Count	1190	1190
		% within Have you been re-certified?	100.0%	100.0%

Annual conference for registered teachers? * Have you been re-certified? Crosstabulation

			Have you been re-certified?	Total
			Yes	
Annual conference for registered teachers?	yes	Count	110	110
		% within Have you been re-certified?	9.2%	9.2%
	No	Count	1080	1080
		% within Have you been re-certified?	90.8%	90.8%
Total		Count	1190	1190
		% within Have you been re-certified?	100.0%	100.0%

Professional examination? * Have you been re-certified? Crosstabulation

			Have you been re-certified?	Total
			Yes	
Professional examination?	yes	Count	80	80
		% within Have you been re-certified?	6.7%	6.7%
	No	Count	1110	1110
		% within Have you been re-certified?	93.3%	93.3%
Total		Count	1190	1190
		% within Have you been re-certified?	100.0%	100.0%

Approved stakeholders seminars? * Have you been re-certified? Crosstabulation

			Have you been re-certified?	Total
			Yes	
Approved stakeholdersseminars?	yes	Count	90	90
		% within Have you been re-certified?	7.6%	7.6%
	No	Count	1100	1100
		% within Have you been re-certified?	92.4%	92.4%
Total		Count	1190	1190
		% within Have you been re-certified?	100.0%	100.0%

Frequencies

Have you been Licensed by the TRCN?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1031	31.9	31.9	31.9
	No	2206	68.1	68.1	100.0
	Total	3237	100.0	100.0	

Did you pay any licensing fee to the TRCN? * Have you been Licensed by the TRCN? Crosstabulation

			Have you been Licensed by the TRCN? Yes	Total
Did you pay any licensing fee to the TRCN?	Yes	Count	176	176
		% within Have you been Licensed by the TRCN?	17.1%	17.1%
	No	Count	855	855
		% within Have you been Licensed by the TRCN?	82.9%	82.9%
Total		Count	1031	1031
		% within Have you been Licensed by the TRCN?	100.0%	100.0%

Have you renewed your license since it was issued? * Have you been Licensed by the TRCN? Crosstabulation

			Have you been Licensed by the TRCN? Yes	Total
Have you renewed your license since it was issued?	Yes	Count	21	21
		% within Have you been Licensed by the TRCN?	2.0%	2.0%
	No	Count	1010	1010
		% within Have you been Licensed by the TRCN?	98.0%	98.0%
Total		Count	1031	1031
		% within Have you been Licensed by the TRCN?	100.0%	100.0%

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Did you pay the annual dues to TRCN before the renewal of license? * Have you been Licensed by the TRCN? Crosstabulation

			Have you been Licensed by the TRCN?	Total
			Yes	
Did you pay the annual dues to TRCN before the renewal of license?	Yes	Count	7	7
		% within Have you been Licensed by the TRCN?	33.3%	33.3%
	No	Count	14	14
		% within Have you been Licensed by the TRCN?	66.7%	95.4%
Total		Count	21	21
		% within Have you been Licensed by the TRCN?	100.0%	100.0%

Research Question Three: Teachers' Personal Experience of TRCN MCPD

Frequencies

Do you have a copy of the booklet on MCPD by TRCN?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	861	26.6	26.6	26.6
	No	2376	73.4	73.4	100.0
	Total	3237	100.0	100.0	

Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	861	26.6	26.6	26.6
	No	2376	73.4	73.4	100.0
	Total	3237	100.0	100.0	

Crosstabs

Do you annually evaluate yourself using the reports of the Professional Standards for Nigerian Teachers Checklist (PSNTC)? * Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities? Crosstabulation

			Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities?	Total
			Yes	
Do you annually evaluate yourself using the reports of the Professional Standards for Nigerian Teachers Checklist (PSNTC)?	yes	Count	281	281
		% within Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities?	32.6%	32.6%
	No	Count	580	580
		% within Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities?	67.4%	67.4%
Total		Count	861	861
		% within Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities?	100.0%	100.0%

Do you annually evaluate yourself using reports of other appraisal by other education bodies like ASUBEB and PPSSC? * Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities? Crosstabulation

			Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities?	Total
			Yes	
Do you annually evaluate yourself using reports of other appraisal by other education bodies like ASUBEB and PPSSC?	yes	Count	399	399
		% within Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities?	46.3%	46.3%
	No	Count	462	462
		% within Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities?	53.7%	53.7%
Total		Count	861	861
		% within Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities?	100.0%	100.0%

Have you met the a local group of teachers to study/discuss teaching issues on a regular basis? * Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities? Crosstabulation

			Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities?	Total
			Yes	
Have you met the a local group of teachers to study/discuss teaching issues on a regular basis?	yes	Count	195	195
		% within Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities?	22.6%	22.6%
	No	Count	666	666
		% within Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities?	77.4%	77.4%
Total		Count	861	861
		% within Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities?	100.0%	100.0%

Have you collaborated on teaching issues with a group of teachers at a distance using telecommunications organized by TRCN? * Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities? Crosstabulation

			Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities?	Total
			Yes	
Hve you collaborated on teaching issues with a group of teachers at a distance using telecommunications organized by TRCN?	yes	Count	293	293
		% within Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities?	34.0%	34.0%
	No	Count	568	568
		% within Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities?	66.0%	66.0%
Total		Count	861	861
		% within Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities?	100.0%	100.0%

Have you observed other teachers teaching as part of your professional development? * Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities? Crosstabulation

			Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities?	Total
			Yes	
Have you observed other teachers teaching as part of your professional development?	yes	Count	278	278
		% within Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities?	32.3%	32.3%
	No	Count	583	583
		% within Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities?	67.7%	67.7%
Total		Count	861	861
		% within Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities?	100.0%	100.0%

Have you attended/participated in a capacity building on teaching organized by TRCN in form of seminars? * Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities? Crosstabulation

			Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities? Yes	Total
Have you attended/participated in a capacity building on teaching organized by TRCN in form of seminars?	Yes	Count	507	507
		% within Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities?	58.9%	58.9%
	No	Count	354	354
		% within Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities?	41.1%	41.1%
Total		Count	861	861
		% within Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities?	100.0%	100.0%

Have you attended/participated in a capacity building on teaching organized by TRCN in form of conference? * Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities? Crosstabulation

			Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities? Yes	Total
Have you attended/participated in a capacity building on teaching organized by TRCN in form of conference?	Yes	Count	486	486
		% within Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities?	56.4%	56.4%
	No	Count	375	375
		% within Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities?	43.6%	43.6%
Total		Count	861	861
		% within Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities?	100.0%	100.0%

Have you attended/participated in a capacity building on teaching organized by TRCN in form of in-service? * Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities? Crosstabulation

			Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities?	Total
			Yes	
Have you attended/participated in a capacity building on teaching organized by TRCN in form of in-service?	yes	Count	279	279
		% within Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities?	32.4%	32.4%
	No	Count	582	582
		% within Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities?	67.6%	67.6%
Total		Count	861	861
		% within Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities?	100.0%	100.0%

Have you attended/participated in a capacity building on teaching organized by TRCN in form of workshops? * Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities? Crosstabulation

			Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities?	Total
			Yes	
Have you attended/participated in a capacity building on teaching organized by TRCN in form of workshops?	yes	Count	342	342
		% within Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities?	39.7%	39.7%
	No	Count	519	519
		% within Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities?	60.3%	60.3%
Total		Count	861	861
		% within Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities?	100.0%	100.0%

Have you attended/participated in a capacity building on teaching organized by TRCN in form of coaching using teachers with M.ED/PhD? * Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities? Crosstabulation

			Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities? Yes	Total
Have you attended/participated in a capacity building on teaching organized by TRCN in form of coaching using teachers with M.ED/PhD?	yes	Count	364	364
		% within Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities?	42.3%	42.3%
	No	Count	497	497
		% within Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities?	57.7%	57.7%
Total		Count	861	861
		% within Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities?	100.0%	100.0%

Have you attended/participated in a capacity building on teaching organized by TRCN in form of symposium? * Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities? Crosstabulation

			Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities? Yes	Total
Have you attended/participated in a capacity building on teaching organized by TRCN in form of symposium?	yes	Count	267	267
		% within Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities?	31.0%	31.0%
	No	Count	594	594
		% within Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities?	69.0%	69.0%
Total		Count	861	861
		% within Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities?	100.0%	100.0%

Have you met the minimum number of credits stipulated by TRCN in their CPD booklet? * Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities? Crosstabulation

			Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities?	Total
			Yes	
Have you met the minimum number of credits stipulated by TRCN in their CPD booklet?	yes	Count	279	279
		% within Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities?	32.4%	32.4%
	No	Count	582	582
		% within Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities?	67.6%	67.6%
Total		Count	861	861
		% within Have you engaged in any of the TRCN's Mandatory Continuing Professional Development activities?	100.0%	100.0%

Research Question Four: Teachers' Personal Experience of TRCN Internship Policy Mandate

After your graduation, were you exposed to internship programme?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	117	3.6	3.6	3.6
	No	1451	44.8	44.8	48.4
	Not Applicable	1669	51.6	51.6	100.0
	Total	3237	100.0	100.0	

If yes, was the duration between 1-2 years * After your graduation, were you exposed to internship programme? Crosstabulation

			After your graduation, were you exposed to internship programme?	Total
			Yes	
If yes, was the duration between 1-2 years	Yes	Count	3	3
		% within After your graduation, were you exposed to internship programme?	2.6%	2.6%
	No	Count	114	114
		% within After your graduation, were you exposed to internship programme?	97.4%	97.4%
Total		Count	117	117
		% within After your graduation, were you exposed to internship programme?	100.0%	100.0%

During internship were you mentored by experienced teachers? * After your graduation, were you exposed to internship programme? Crosstabulation

			After your graduation, were you exposed to internship programme?	Total
			Yes	
During internship were you mentored by experienced teachers?	Yes	Count	1	1
		% within After your graduation, were you exposed to internship programme?	0.9%	0.9%
	No	Count	116	116
		% within After your graduation, were you exposed to internship programme?	99.1%	99.1%
Total		Count	117	117
		% within After your graduation, were you exposed to internship programme?	100.0%	100.0%

Research Question Five: Teachers' Personal Experience of TRCN's Teachers' Professional Ethics

Frequency Table

Did TRCN Provide you with teachers' code of conduct for profesional ethics?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	1494	46.2	46.2	46.2
	No	1743	53.8	53.8	100.0
	Total	3237	100.0	100.0	

Are you are aware of the TRCN Disciplinary Committee?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	1404	43.4	43.4	43.4
	No	1833	56.6	56.6	100.0
	Total	3237	100.0	100.0	

Has TRCN ever visited your school to ensure that teachers abide by teachers' code of conduct?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	858	26.5	26.5	26.5
	No	2379	73.5	73.5	100.0
	Total	3237	100.0	100.0	

Research Question 6: Teachers' Personnel Experience of TRCN's Policy Mandate on Teacher Repositioning

Within the past 5 years,have you participated in any programme organized by TRCN to make teachers to be aware of the international trends and innovations in teaching?

		Frequency	Percent	Valid Percent	Cumulative Percent
	Yes	1088	33.6	33.6	33.6
Valid	No	2149	66.4	66.4	100.0
	Total	3237	100.0	100.0	

Within the past 5 years, have you participated in any programme organized by TRCN to train teachers in the use of ICT in education?

		Frequency	Percent	Valid Percent	Cumulative Percent
	Yes	992	30.6	30.6	30.6
Valid	No	2245	69.4	69.4	100.0
	Total	3237	100.0	100.0	

Means: Research Question one: Perception of Implementation of Teacher Registration Policy Mandate

Report

Mean Score: Teacher Registration

Respondents' Category	Mean	N	Std. Deviation
Teachers	15.4476	3237	3.88996
TRCN Staff	22.8333	6	.98319
Total	15.4613	3243	3.89949

Research Question two: Perception of the implementation of Teacher Recertification & Licensing Policy Mandate

Report

Mean Score: Teacher Recertification & Licensing

Respondents' Category	Mean	N	Std. Deviation
Teachers	19.5666	3237	3.61612
TRCN Staff	36.6667	6	1.50555
Total	19.5982	3243	3.68724

Means: Perception of the implementation of Teacher MCPD

Report

Mean Score: Teacher MCPD

Respondents' Category	Mean	N	Std. Deviation
Teachers	22.3194	3237	5.66836
TRCN Staff	38.8333	6	1.32916
Total	22.3500	3243	5.70766

Means: Perception of the implementation of Teacher internship policy Mandate

Report

Mean Score: Teacher Internship

Respondents' Category	Mean	N	Std. Deviation
Teachers	15.2444	3237	5.90698
TRCN Staff	26.5000	6	2.50998
Total	15.2652	3243	5.92212

Means: Perception of the implementation of Teacher professional Ethics Policy Mandate

Report

Mean Score: Teacher Professional Ethics

Respondents' Category	Mean	N	Std. Deviation
Teachers	14.4785	3237	5.26691
TRCN Staff	22.6667	6	1.03280
Total	14.4937	3243	5.27395

Means: Perception of the Implementation of Teacher Repositioning Policy Mandate

Report

Mean Score: Teacher Repositioning

Respondents' Category	Mean	N	Std. Deviation
Teachers	12.4720	3237	4.17956
TRCN Staff	22.1667	6	1.83485
Total	12.4900	3243	4.19704

Hypothesis One

Group Statistics

	Respondents' Category	N	Mean	Std. Deviation	Std. Error Mean
Mean Score: Teacher Registration	Teachers	3237	15.4476	3.88996	.06837
	TRCN Staff	6	22.8333	.98319	.40139

		z-test for Equality of Means						
		Z	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Mean Score: Teacher Registration	Equal variances assumed	-4.650	3241	.000	-7.38570	1.58839	-10.50005	-4.27134
	Equal variances not assumed	-18.139	5.294	.000	-7.38570	.40717	-8.41509	-6.35630

Hypothesis Two

Group Statistics

	Respondents' Category	N	Mean	Std. Deviation	Std. Error Mean
Mean Score: Teacher Recertification & Licensing	Teachers	3237	19.5666	3.61612	.06356
	TRCN Staff	6	36.6667	1.50555	.61464

		z-test for Equality of Means						
		Z	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Mean Score: Teacher Recertification & Licensing	Equal variances assumed	-11.580	3241	.000	-17.10009	1.47670	-19.99545	-14.20474
	Equal variances not assumed	-27.674	5.108	.000	-17.10009	.61791	-18.67849	-15.52170

Hypothesis Three

Group Statistics

	Respondents' Category	N	Mean	Std. Deviation	Std. Error Mean
Mean Score: Teacher MCPD	Teachers	3237	22.3194	5.66836	.09963
	TRCN Staff	6	38.8333	1.32916	.54263

		z-test for Equality of Means						
		Z	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Mean Score: Teacher MCPD	Equal variances assumed	-7.135	3241	.000	-16.51390	2.31455	-21.05204	-11.97577
	Equal variances not assumed	-29.933	5.343	.000	-16.51390	.55170	-17.90515	-15.12265

Hypothesis Four

Group Statistics

	Respondents' Category	N	Mean	Std. Deviation	Std. Error Mean
Mean Score: Teacher Internship	Teachers	3237	15.2444	5.90698	.10382
	TRCN Staff	6	26.5000	2.50998	1.02470

		z-test for Equality of Means						
		z	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Mean Score: Teacher Internship	Equal variances assumed	-4.666	3241	.000	-11.25564	2.41222	-15.98527	-6.52601
	Equal variances not assumed	-10.928	5.103	.000	-11.25564	1.02994	-13.88717	-8.62411

Hypothesis Five

Group Statistics

	Respondents' Category	N	Mean	Std. Deviation	Std. Error Mean
Mean Score: Teacher Professional Ethics	Teachers	3237	14.4785	5.26691	.09257
	TRCN Staff	6	22.6667	1.03280	.42164

		z-test for Equality of Means						
		Z	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Mean Score: Teacher Professional Ethics	Equal variances assumed	-3.807	3241	.000	-8.18814	2.15060	-12.40481	-3.97146
	Equal variances not assumed	-18.968	5.494	.000	-8.18814	.43168	-9.26847	-7.10780

Appendix H

Statistics of primary school teachers in the 21 Local Government Education Authority (21) in Anambra State.

LGEA		Population of Teachers
1.	AGUATA	717
2.	ANAMBRA EAST	591
3.	ANAMBRA WEST	396
4.	ANAOCHA	650
5.	AWKA NORTH	385
6.	AWKA SOUTH	626
7.	AYAMELUM	451
8.	DUNUKOFIA	306
9.	EKWUSIGO	390
10.	IDEMILI NORTH	1093
11.	IDEMILI SOUTH	626
12.	IHIALA	848
13.	NJIKOKA	471
14.	NNEWI NORTH	601
15.	NNEWI SOUTH	555
16.	OGBARU	668
17.	ONITSHA NORTH	648
18.	ONITSHA SOUTH	499
19.	ORUMBA NORTH	492
20.	ORUMBA SOUTH	477
21.	OYI	535
	Total	**12025**

Appendix I

Statistics of Secondary School Teachers in the 21 Local Government Education Authority (21) in Anambra State.

LGEA   Population of Teachers

	LGEA	Population of Teachers
1.	AGUATA	390
2.	ANAMBRA EAST	221
3.	ANAMBRA WEST	117
4.	ANAOCHA	339
5.	AWKA NORTH	179
6.	AWKA SOUTH	646
7.	AYAMELUM	160
8.	DUNUKOFIA	200
9.	EKWUSIGO	177
10.	IDEMILI NORTH	493
11.	IDEMILI SOUTH	276
12.	IHIALA	287
13.	NJIKOKA	330
14.	NNEWI NORTH	314
15.	NNEWI SOUTH	219
16.	OGBARU	281
17.	ONITSHA NORTH	844
18.	ONITSHA SOUTH	269
19.	ORUMBA NORTH	230
20.	ORUMBA SOUTH	210
21.	OYI	220
	Total	**6402**