

HOW TO BECOME A TEACHER IN NIGERIA: TRAINING, POLICIES, PRACTICES AND PROFESSIONAL PERFORMANCE

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ABSTRACT

This research explores how teachers are made and criteria's involved in becoming a teacher in Nigeria, It looks at the steps involved from training and certification to classroom practice and professional performance, also highlighting the policies backing up the profession and persistent challenges. Teachers are the key elements in the process of education in any society; without quality teachers, there cannot be quality education, and without quality education, there cannot be national development. The history of teacher education in Nigeria has been known for its crises in training and professionalism. A lot of in-service and aspiring teachers lack awareness on how to continuously develop themselves, the policies binding the profession, alongside the proper training practices. This Research carefully studies and provides understanding on how teachers in Nigeria are trained, the official rules that guide their work and themselves, and the ways they carry out their duties in schools. The study is structured around four key categories: training, policies, practices and professional development, employing the bibliographic and legislative methodological approach purposefully for wider reach on the perspective of other authors and also to access the legal attribution of policies on teachers training and development in Nigeria. This implies that, Nigerian publications, government legislation and scholarly perspectives is used as a source for data collection and analysis to provide a comprehensive understanding of teacher education and its regulatory framework. By doing so, it uncovers both the strengths and weaknesses of the current system, as well as the implications for teacher quality and educational outcomes. The formal and practical formation of teachers in Nigeria is essential for both aspiring and in-service practitioners in order to elevate the profession and help them develop the necessary skills, ethics and professional attributes needed to meet the demands and qualities of the job. Key policies and institutions such as the National Policy on Education

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(NPE), the Teachers Registration Council of Nigeria (TRCN), and the Professional Standards for Nigerian Teachers, serves as the regulatory bodies for the profession, ensuring that teachers are qualified, licensed, and accountable for classroom activities. In practice, teachers are expected to demonstrate effective classroom management, ethical conduct, and commitment to lifelong learning. Despite challenges such as limited resources, inadequate infrastructures and uneven enforcement of standards, these processes, policies, and practices collectively, aims to improve teacher quality and professional performance, recognizing that the strength of Nigeria’s education system depends on the competence of its teachers.

KEYWORDS: Education; Policy; Professional performance; Teacher training; Practice.