
ASSESSMENT OF TEACHERS' COMPLIANCE TO TEACHERS' REGISTRATION COUNCIL OF NIGERIA CODE OF CONDUCT ON DUTIES TO EMPLOYER AND SOCIETY IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE.

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Abstract

The study assessed teachers' compliance to Teachers' Registration Council of Nigeria code of conduct on duties to employer and society in public secondary schools in Anambra State. The study was guided by two research questions and two null hypotheses were tested at 0.05 level of significance. A descriptive survey research design was adopted for the study. The population of the study comprised 6,659 respondents made up of 263 principals and 6,396 teachers in all the public secondary schools in Anambra State. Multi-stage sampling procedure was utilized to draw a sample size of 691 respondents made up of 51 principals and 640 teachers. A researcher-developed questionnaire titled "Teachers Compliance to TRCN Professional Code of Conduct on Duties to Employer and Society Questionnaire (TCTPCCDESQ)" was used for data collection. The instrument was validated by three experts; who are lecturers, two in the Department of Educational Management and Policy and one specialist in Measurement and Evaluation in Department of Educational Foundations, all in the Faculty of Education, Nnamdi Azikiwe University. Cronbach alpha was used for test of internal consistency of TCTPCCDESQ and the reliability indices obtained for the two clusters were 0.78, and 0.76 respectively, and the overall coefficient value of 0.77 which are considered the instrument to be reliable for the study. The researcher together with five research assistants collected data for the study using direct administration method and 95% return rate was recorded. Mean and standard deviation scores were used to answer the research questions, while t-test was used to test the hypotheses. The findings of the study revealed among others that teachers do not comply to TRCN code of conduct with respect to their duties to employer in public secondary schools in Anambra State. It was also found out that teachers comply to TRCN code of conduct with respect to their duties to society in public secondary schools in Anambra State. Based on the findings, it was recommended among others that Teachers' Registration Council of Nigeria in conjunction with relevant authorities should design a programme on teachers' professional code of code which lay more emphasizes on teachers duties to employers as compulsory course for all students in Faculty of Education in tertiary institutions.

Key words: Assessment, Teachers, Compliance, Code of Conduct, Duties, Employer, Society

Introduction

Education is the instrument for the equipping individuals with sound knowledge, requisite skills, values and desirable habits for useful living in the society. Boma (2023) opined that education is aimed at imparting knowledge and skills, and inculcating human values which help in personal and professional growth of the recipients. Similarly, Al-amin (2023) noted that education imparts knowledge, skills, values and attitudes that enable individuals to develop and achieve their full potential. Furthermore, Al-amin averred that education which takes place in a variety of settings, such as schools, universities, vocational training centers, and any learning environment is delivered by the teachers. Thus, skills and knowledge is imparted to learners in formal education institution by the teachers.

Teacher is a professional trained person with essential specialized skills and knowledge of translating curriculum contents into actions during instructional process to attain predetermined educational objectives. According to Udeani, Akuma and Nwodo (2023), a teacher is an individual who is trained in pedagogy and teaching areas of a particular subject to impart knowledge, skills and attitudes to students in an institution of learning. Ayeni (2018) noted that the primary duty of a teacher who has gone through a proscribed period of professional training is to impart skills and knowledge to learners in the classroom. The author added that when teachers uphold a sound professional conduct, it creates a high level of public confidence and trust in the teaching profession. Sound professional conduct in teaching profession is maintained through the establishment of Teachers Registration Council of Nigeria (TRCN).

Teachers Registration Council of Nigeria (TRCN) is an agency of government that engages in accreditation of programmes and overseeing the activities of teacher training institutions to ensure that they meet minimum acceptable international standard of operation. According to Osiesi and Odinko (2022), TRCN is a special agency of the Federal Government of Nigeria, empowered to oversee, control and standardize the teaching profession at all levels (tertiary, secondary and primary education) in the country. They added that TRCN is responsible for, among other things: registering professional teachers, ensuring that only professionally qualified teachers are present in the classroom, producing well-trained teachers, establishing highly intellectual and moral principles that will enable the teaching profession to achieve the highest possible standard, and providing a robust structure for teachers. It is duty of TRCN to register and give teaching license to qualified teachers across the country. Abduljabbar and Dauda (2022) posited that TRCN play critical role of professionalizing the teaching profession by registering all professionally qualified teachers in the country. Teachers' Registration Council of Nigeria (TRCN) is committed to ensuring that every teacher is well-behaved to maintain the integrity of the teaching profession by developing and overseeing the compliance to professional code of conduct.

Code of conduct is a guideline or statement that specifies standard of behaviour expected of members of an organization. According to Shiva and Harish (2016), code of conduct refers to the principles, guidelines or norms of morality which a teacher has to follow when dealing with students, parents, community and higher authorities. Code of conduct is a set of principles and norms and values that members of an organization are expected to adhere to. These principles or norms of morality guide behaviour of teachers and it also provides the base to differentiate between desirable and undesirable conduct of behaviour. The code of conduct for teachers is

designed to guide their behaviour, preserve public interest of teaching profession and maintain the integrity in the profession. The code of conduct conferred on the Nigerian teacher a professional status just like any other profession (Iroegbu and Adeleke, 2017). The authors added that it also established a standard or moral code on which the Nigerian teacher operates. In the view of Sherpa (2018), a code of conduct is a guiding principle aimed to assist teachers work with commitment, dedication, sincerity, honesty and integrity. The compliance to professional code of conduct helps to create a conducive atmosphere in school.

Compliance is the process of conforming or act in accordance with stipulated guidelines or standard. The compliance to professional code of conduct could be determined through assessment. Udeani, Akuma and Nwodo (2023) defined assessment as a systematic process of collecting information, analyzing the information collected and then using the analyzed results to form judgment which are then used in decision making. Assessment is the act of gathering, analyzing and interpreting data to evaluate the success or failure of a programme. The criteria for assessment of compliance to professional code of conduct as formulated by Teachers' Registration Council of Nigeria (TRCN) (2012), in conjunction with the Federal Ministry of Education are the teachers' duties to learners, colleagues, parents, society employers as well as general and administrative roles. For the purpose of this study, teachers' duties to society and employer were adopted.

In teachers' duties to employers, TRCN (2012) asserted that teachers should not enter into any contract that may undermine the exercise of their full professional competencies, judgments and cordial relationship among colleagues without undue interference. The contractual obligation between the teachers and the government is to present original certificates and document for employment and ensure judicious use of public funds. To buttress this, Sultana, (2014) asserted that the professional code of conduct in connection with relationship with employers is designed to make teachers truthful when making statements about qualifications and competencies, obey the contractual commitments, positively promote the improvement of institutional policies and perform those laws and policies that do not conflict with code of organizational ethics among others.

In connection to teachers' duties to the society, culture differences needs to be carefully understood, tolerated and respected by teachers for the betterment of the society. According to Shiva and Harish (2016), professional code of conduct guides teachers to keep in mind the social betterment, respect for others, and sense of brotherhood, tolerance and cooperation among others. It is ethical for teachers to abide by contractual obligations and the rule of law (Ayeni, 2018). Teachers ought to be embodiment of exemplary citizens in their personal habits in the society. TRCN (2012) asserted that teachers should cultivate personal habits that are capable of portraying the profession to be of very high standards and avoid indecent behaviors and social vices such as drunkenness, smoking in the public, indecent dressing, breach of public peace, dishonesty and fraud among others. This could contribute to improvement on teachers' job performance.

Some teachers tend to exhibit undesirable behaviour which violate TRCN professional code of conduct, Ayeni (2018) observed that there is public outcry for investigation into teachers' compliance with teaching professional codes of conducts (norms, values, principles and regulations) due to misconduct among secondary school teachers in Nigeria. Ikedimma and

Okorji (2023) noted that teachers exhibit minimal commitment to their legitimate duties by not taking their jobs seriously in public secondary schools in Anambra State. Ezeugbor, Onyali and Okoye (2015) observed that professional misconduct among secondary school teachers in Anambra State range from poor commitment, indiscipline, insults, defamation of character, name-calling, false accusations, non-tolerance of difference in others, sarcasm, misconceptions and misrepresentations among others. This unsatisfactory state of affair in secondary schools in Anambra State prompted the assessment of teachers' compliance to Teachers' Registration Council of Nigeria code of conduct on duties to employer and society in secondary schools in Anambra State..

Purpose of the Study

The main purpose of the study was to assess teachers' compliance to Teachers' Registration Council of Nigeria code of conduct on duties to employer and society in secondary schools in Anambra State. Specifically, the study assessed;

1. Teachers' compliance to TRCN code of conduct with respect to their duties to employer in secondary schools in Anambra State.
2. Teachers' compliance to TRCN code of conduct with respect to their duties to society in secondary schools in Anambra State.

Research Questions

The study was guided by the following research questions.

1. How do teachers comply to TRCN code of conduct with respect to their duties to employers in secondary schools in Anambra State?
2. How do teachers comply to TRCN code of conduct with respect to their duties to the society in secondary schools in Anambra State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance

1. There is no significant difference in the mean ratings of principals and teachers on how teachers comply to TRCN code of conduct with respect to their duties to employers in secondary schools in Anambra State.
2. There is no significant difference in the mean ratings of principals and teachers on how teachers comply to TRCN code of conduct with respect to their duties to the society in secondary schools in Anambra State.

Methods

A descriptive survey research design was adopted for the study. The population of the study comprised 6,659 respondents made up of 263 principals and 6,396 teachers in all the public secondary schools in Anambra State. Multi-stage sampling procedure was utilized to draw a sample size of 691 respondents made up of 51 principals and 640 teachers.

A researcher-developed questionnaire titled "Teachers Compliance to TRCN Professional Code of Conduct on Duties to Employer and Society Questionnaire (TCTPCCDESQ)" was used for data collection. The instrument was developed by the researcher from TRCN guideline. TCTPCCDESQ has two clusters namely: A and B. These clusters were based on the two areas of teachers' professional code of conduct covered in the study. Cluster A had five items on teachers' duties to employers and Cluster B which centred on teachers' duties to society has eight items. The instrument therefore contains a total of 13 items all of which are

structured on a four point rating scale of Strongly Agree (SA), Agree (A), Disagree (D); Strongly Disagree (SD) weighted 4, 3, 2 and 1 respectively.

The instrument was validated by three experts; who are lecturers, two in the Department of Educational Management and Policy and one specialist in Measurement and Evaluation in Department of Educational Foundations, all in the Faculty of Education, Nnamdi Azikiwe University. Cronbach alpha was used for test of internal consistency of TCTPCCDESQ and the reliability indices obtained for the two clusters were 0.78, and 0.76 respectively, and the overall coefficient value of 0.77 which are considered the instrument to be reliable for the study.

The researcher together with five research assistants collected data for the study using direct administration method and 95% return rate was recorded. The data were analyzed using mean and standard deviation for answering the research questions and t-test for testing the hypotheses. In answering the research questions in this study, mean ratings that falls below 2.50 was taken as disagreement and any mean rating of 2.50 or above was taken to indicate agreement. Standard deviation was used to ascertain the homogeneity or otherwise of the respondents mean ratings. In taking decisions on the null hypotheses, if p-value is equal to or greater than significant level of 0.05, the null hypotheses is accepted, but if otherwise, it was rejected.

Results

Research Question 1: How do teachers comply to TRCN code of conduct with respect to their duties to employers in secondary schools in Anambra State?

Table 1: Mean Ratings and Standard Deviation Scores of Principals and Teachers on how Teachers Comply to TRCN Code of Conduct with respect to their Duties to Employers

S/ N	ITEMS	Principals (N =51)			Teachers (N =608)		
		Mean	Sd	Decision	Mean	Sd	Decision
1	Shun any contract that may undermine the exercise of their full professional competencies	2.39	1.00	Disagree	2.44	1.09	Disagree
2	Seek to perform only tasks that are within their professional competencies	2.65	1.04	Agree	2.50	1.13	Agree
3	Strive to fulfill contractual obligations through willingness to take on extra duties	2.16	1.16	Disagree	2.38	1.08	Disagree
4	Render services only in accordance with the terms of the contract or the law	2.27	1.11	Disagree	2.41	1.10	Disagree
5	Respect agreement entered between their union and government	2.25	1.11	Disagree	2.43	1.10	Disagree
Cluster Mean		2.34	1.08	Disagree	2.43	1.10	Disagree

As shown on Table 1, all the items except items 2 of both principals and teachers mean scores are below the cut off mean of 2.50 indicating disagreement with the items as teachers do not

comply to TRCN code of conduct with respect to their duties to employers. The cluster standard deviation scores of 1.08 and 1.10 for both principals and teachers respectively indicated that their responses are homogenous. The cluster mean of 2.34 and 2.43 for principals and teachers respectively which are below the cut of mean of 2.50 indicated that the teachers do not comply to TRCN code of conduct with respect to their duties to employers in secondary schools in Anambra State.

Research Question 2: How do teachers comply to TRCN code of conduct with respect to their duties to society in secondary schools in Anambra State?

Table 2: Mean Ratings and Standard Deviation Scores of Principals and Teachers on how Teachers Comply to TRCN Code of Conduct with respect to their Duties to Society

S/N	ITEMS	Principals (N =51)			Teachers (N =608)		
		Mean	Sd	Decision	Mean	Sd	Decision
6	Embody exemplary citizenship in the society	2.73	1.10	Agree	2.61	1.12	Agree
7	Actively participate in the development of their communities	2.84	1.16	Agree	2.58	1.12	Agree
8	Advise stakeholders on educational matters	2.25	1.06	Disagree	2.42	1.12	Agree
9	Comply with moral codes of the society that promote transparency in office	2.33	1.03	Disagree	2.47	1.11	Disagree
10	Promote good governance in the society	2.73	1.06	Agree	2.70	1.07	Agree
11	Tolerate individuals in the society in their dealings	2.65	1.15	Agree	2.61	1.12	Agree
12	Cultivate personal habit that are capable of portraying the profession to be of very high standards	3.00	1.02	Agree	2.56	1.11	Agree
13	Bring to the attention of the society all information that may be essential for both the school and the community	2.96	0.94	Agree	2.67	1.12	Agree
Cluster Mean		2.69	1.07	Agree	2.58	1.11	Agree

Data presented on Table 2 show that the mean scores of principals and teachers for all items with exception of items 8 and 9 which are above the cut off mean of 2.50 indicated agreement with the items as teachers comply to TRCN code of conduct with respect to their duties to society. This indicated that teachers comply to TRCN code of conduct with respect to duties to society in secondary schools in Anambra State include that they; embody exemplary citizenship in the society, actively participate in the development of their communities, promote good governance in the society, tolerate individuals in the society in their dealings, cultivate personal habit that are capable of portraying the profession to be of very high standards and bring to the attention of the society all information that may be essential for both the school and the community.

The cluster standard deviation scores of 1.07 and 1.11 for both principals and teachers show that their responses are close and this indicates homogeneity in their responses. The cluster mean of 2.69 and 2.58 for principals and teachers respectively which are above the cut of mean of 2.50 indicated that teachers comply to TRCN code of conduct with respect to their duties to society in secondary schools in Anambra State.

Hypothesis 1: There is no significant difference in the mean ratings of principals and teachers on how teachers comply to TRCN code of conduct with respect to their duties to employers in secondary schools in Anambra State.

Table 3: The summary of t-test Analysis of no Significant Difference between the Mean Ratings of Principals and Teachers on how teachers comply to TRCN code of conduct with respect to their duties to Employers

Respondents	N	X	SD	P.value	Df	∞	Remark
Principals	51	2.34	1.08	0.22	657	0.05	Not Significant
Teachers	608	2.43	1.10				

Data presented on Table 3 revealed that the p-value of 0.22 is greater than 0.05 level of significance. Thus, the null hypothesis is accepted. Therefore, there is no significant difference in the mean ratings of principals and teachers on how teachers comply to TRCN code of conduct with respect to their duties to employers in secondary schools in Anambra State.

Hypothesis 2: There is no significant difference in the mean ratings of principals and teachers on how teachers comply to TRCN code of conduct with respect to their duties to society in secondary schools in Anambra State.

Table 4: The summary of t-test Analysis of no Significant Difference between the Mean Ratings of Principals and Teachers on how teachers comply to TRCN code of conduct with respect to their duties to Society

Respondents	N	X	SD	P-value	Df	∞	Remark
Principals	51	2.69	1.07	0.08	657	0.05	Not Significant
Teachers	608	2.88	1.11				

As shown on Table 4, it is revealed that the p-value of 0.08 is greater than 0.05 level of significance and 657 degree of freedom. Thus, the null hypothesis is accepted. Therefore, there is no significant difference in the mean ratings of principals and teachers on how teachers comply to TRCN code of conduct with respect to their duties to society in Anambra State.

Discussion of Findings

It was found out that the teachers do not comply to TRCN code of conduct with respect to duties to employers in secondary schools in Anambra State. The areas that the teachers do not comply to TRCN code of conduct with respect to duties to employers in secondary schools in Anambra State include; shunning any contract that may undermine the exercise of their full professional competencies, strive to fulfill contractual obligations through willingness to take on extra duties, render services only in accordance with the terms of the contract or the law and

respect agreement entered between their union and government. This is in disagreement with the finding of Al-Hothali (2018) which indicated that teachers comply to the code of conduct with respect to their duties to the employer. The two studies were conducted in different country and this may account for the disagreement in findings.

Teachers disobeyed and failed to perform their contractual obligations to government. The non-compliance of teachers to TRCN code of conduct with respect to duties to employers may account for the professional misconduct exhibited by teachers. Some secondary school teachers engage in other businesses that breaches their terms of the contact. Some teachers sell food items in school and absent themselves from school for private businesses. The result also indicated that there is no significant difference in the mean ratings of principals and teachers on how do teachers comply to TRCN code of conduct with respect to their duties to employers in secondary schools in Anambra State.

The result of this study indicated that teachers comply to TRCN code of conduct with respect to duties to society in Anambra State. This indicated that teachers comply to TRCN code of conduct with respect to duties to society in secondary schools in Anambra State include that they; embody exemplary citizenship in the society, actively participate in the development of their communities, promote good governance in the society, tolerate individuals in the society in their dealings, cultivate personal habit that are capable of portraying the profession to be of very high standards and bring to the attention of the society all information that may be essential for both the school and the community. This supported the finding of Al-Hothali (2018) who reported that teachers comply to professional code of conduct with respect to duties to society through playing a role in cognitive, scientific, intellectual and cultural advancement of society, acquiring the trust and respect of the community members, provide advice and information for the development of school, caring for raising cultural, religious and health awareness among community members. This agreement in findings could be due to the fact that the two studies were conducted within the same time span with just difference of two years.

The possible explanation for the findings may be probably that teachers are educated individuals and accorded with that respect and the members of the public expect them to contribute to the development of the society. Teachers offer useful advise to enhance the growth the society. Teachers transmit and educate members of society on ways to bring about technological, political, economic and social advancement of society. It was also reported that there is no significant difference in the mean ratings of principals and teachers on how do teachers comply to TRCN code of conduct with respect to their duties to society in Anambra State.

Conclusion

Based on the findings, it is concluded that teachers partially comply to the TRCN code of conduct in public secondary schools in Anambra State. Some secondary school teachers in Anambra State failed to perform their duties to the government as they engaged in other activities that may undermine the exercise of their contractual obligations. Teachers are image-makers and professional who model character of students to emulate and transfer to the larger society. The teachers adhere to any desirable behaviour generally accepted by the members of the society. The teachers participate in community activity that strengthens societal social and economic development.

Recommendations

Based on the findings, it was recommended among others that;

1. Teachers' Registration Council of Nigeria in conjunction with relevant authorities should design a programme on teachers' professional code of code which lay more emphasizes on teachers duties to employers as compulsory course for all students in Faculty of Education in tertiary institutions.
2. Principals should organize regular orientation programme for teachers that centred on TRCN code of conduct of teachers' duties to society to enable them enrich their knowledge and compliance to duties to improvement of the society.

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