

Assessment of Teachers' Compliance to Teachers' Registration Council of Nigeria Code of Conduct in Secondary Schools in Anambra State

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Abstract

The study assessed teachers' compliance to Teachers' Registration Council of Nigeria code of conduct in secondary schools in Anambra State. Three research questions guided the study and three null hypotheses were tested at 0.05 level of significance. The descriptive survey research design was adopted for the study. The population of the study comprised 6,654 respondents made up of 258 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 Questionnaire (TCTPCCQ)" 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 a 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 TCTPCCQ and the reliability indices obtained for the four clusters were 0.74, 0.81 and 0.71, respectively, and the overall coefficient value of 0.75 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 comply to TRCN code of conduct with respect to their duties to students in secondary schools in Anambra State. It was also found out that teachers comply to TRCN code of conduct with respect to their duties to colleagues in secondary schools in Anambra State. Based on the findings, it was recommended among others that Ministry of Education should mandate secondary school principals to constitute Teachers' Registration Council of Nigeria code of conduct implementation committee to regularly monitor and improve teachers' compliance with the code of conduct with respect to their duties to colleagues

Keywords: Assessment, Teachers, Compliance, Teachers' Registration Council of Nigeria, Code of Conduct

1.1 Introduction

Education is a veritable tool for development of any nation as it provides opportunity for individuals to acquire skills and knowledge for meaningful contributions in the society. It is also a pathway to strengthening ones' intellectual power, maintaining emotional balance, building character and attitudes in accordance with the norms and values of the society. The character and attitudes of learners are shaped by the teacher. Teacher is the front liners, key figure and backbone in every education system. Aashiq (2017) posited that education system without teacher is just like a body structure without soul, a skeleton without flesh and blood, a shadow without substance. In the same vein, Al-Hothali (2018) posited that teacher is the most important element of achieving social progress and preparing a generation with spiritual, ideological, emotional and moral values in the light of the goals and aspirations of the society.

Teachers operate with set standards prescribed in form of code of conduct. Code of conduct has been conceptualized in varying ways by different scholars. Though there are many definitions of the subject matter based on scholars' perceptions, there is an element of similarity that runs through them all. The similar underlying characteristic or element is the attempt to portray code of conduct as principles or standards that govern or direct personnel behavior in 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. 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 research views teachers' professional code of conduct as a set of principles or guidelines that govern or direct behaviours to ensure mutual beneficial relationships between teachers and other education stakeholders in accordance with basic values and ethical standards.

The behaviour of teachers is mold by code of conduct which set standards that bring about respectable and socially acceptable teaching profession. Mabagala, Wanderi, Mwisukha and Muindi (2012) stressed that every profession considers the development and application of code of conduct as a means of maintaining acceptable professional standards. Mabagala et al added that as for the teaching profession, teachers are supposed to exhibit a high level of professionalism, responsibility, integrity, competence, character, respect and honesty. 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 & 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. This helps to create a conducive atmosphere in school.

Iroegbu and Adeleke (2017) pointed out that the teachers face challenges as they relate with other stakeholders, learners, parents and other adults in the school setting and the community. To this end, to ensure that teachers observe core ethical values, honesty, fairness and integrity as they relate with other stakeholders, various countries have developed teachers' codes of conduct. Aglazor (2017) stressed that earlier in 1969, the Nigerian Union of Teachers (NUT) had formulated professional code of ethics for Nigerian teaching profession to regulate the behaviour of teachers. Agih (2013) stressed that the teaching profession in Nigeria was before an all-comers job until 1993, when the TRCN Act was promulgated to professionalize it. Nigerian Union of Teachers (NUT) had developed teachers' code of conduct. However, TRCN is most recent and cuts across all levels of teachers. The professional code of conduct as formulated by Teachers' Registration Council of Nigeria (TRCN) (2012), in conjunction with the Federal Ministry of Education is designed to cover 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 learners, colleagues and parents were adopted.

Teachers' duties to students are fundamental to the teaching and learning process. The professional code of conduct is designed to help the teachers to follow pre-established norms or principle in their thought and in actions in dealing with learners irrespective of students' religion and cultural background, sex, socio-economic status, disability and languages among others. TRCN (2012) stressed that teachers should not use their position to humiliate, threaten, intimidate, harass or blackmail any learner to submit to selfish motives or to engage in sexual misconduct, drug addiction and trafficking, cultism, human trafficking and other related offences. Teachers are to serve as role models to students. Youze, Fanta, Balyage and Makewa (2014) stressed that teachers will have to dress neatly, use good language and treat students fairly. Teachers dressing as a role model to students could influence the ways the students dress at home.

Teachers' compliance to duties to colleagues is essential in creating friendly learning environment. Shiva and Harish (2016) stated that the professional code of conduct is designed to imbue teachers with the spirit of professional loyalty, mutual confidence and faith in one another, self sacrifice for the common good, and full co-operation with colleagues when the best interest of the learners, the schools or the profession is at stake. Teachers are to create a culture that encourages collaborative learning among others. Defamation of colleagues in order to gain undue advantage is highly prohibited. In view of this, TRCN (2012) pointed out that teachers should not make derogatory remarks on one another or undermine the integrity of colleagues in any circumstance. In summary, Sultana (2014) asserted that the code of conduct for teachers is designed to build an atmosphere of trust, mutual respect and openness with the respective colleagues, avoid revealing confidential information about colleagues unless required by law and policy, assist, support and encourage newcomers to the profession, avoid providing false statement about colleagues and shun interfering with colleagues' personal freedom which can violate individual professional integrity.

Strong working relationship between parents and teachers is crucial for effective instructional delivery. To achieve this, communication is fundamental to building a sense of commitment between parents and teachers to support students' learning. The teachers' code of conduct is designed to facilitate the dissemination of information with parents regarding the interest, behaviour and performance of the students. According to Ubogu (2015), it is essential that professional teacher makes concerted efforts to communicate to parents all information that should be revealed in the interest of the students. TRCN (2012) stated that teachers should resist taking gifts, favours and hospitality from parents and guardians, which are likely to influence them to show favours to their children/wards in the performance of their duty. Teachers are to play active roles in parents/teachers association (PTA), which is likely to impart positively on the learner and general educational programmes.

There seems to be different forms of professional misconduct among secondary school teachers 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. The authors added that some secondary school teachers in Anambra State engage in quarrelling, gossiping and other acts of undesirable behaviour. This corroborated Onuselogu, Uzoechina and Aroh (2010) who observed that some secondary school teachers in Anambra State engage in acts of misconduct such as absenteeism, selling of items during school periods, feigning sickness to delay policy initiatives, falling to carry out assigned tasks properly and gross misconduct in instructional delivery. Ubogu (2015) stressed that the situations reduce the overall effectiveness of the school, diminishes students' achievement, damages the school reputation and induces students' absenteeism. This unsatisfactory state of affair in secondary schools in Anambra State prompted the researcher's intention to conduct this study.

1.2 Statement of the Problem

Teaching is a noble profession. The teachers as the teaching personnel impart knowledge, mould character and develop potentials of individuals. Teachers operate with set standards prescribed in form of code of conduct to guide their relationship with students, colleagues, parents, society and the employer. This helps maintain professional standard, integrity, honesty and other forms of ethical behaviour among others. Despite the TRCN professional code of conduct, it is disheartening that some secondary school teachers in Anambra State appear to fail to effectively carry out assigned tasks, some exhibit different forms of indiscipline and misconducts in instructional delivery. This seems to reduce school effectiveness, dent school reputation and to contribute to laxities in teachers' job performance in Anambra State. This study therefore tries to assess secondary school teachers' compliance to TRCN code of conduct in secondary schools in Anambra State.

1.3 Purpose of the Study

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

1. Teachers' compliance to TRCN code of conduct with respect to their duties to students in secondary schools in Anambra State.
2. Teachers' compliance to TRCN code of conduct with respect to their duties to colleagues in secondary schools in Anambra State.
3. Teachers' compliance to TRCN code of conduct with respect to their duties to parents and guardians in secondary schools in Anambra State.

1.4 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 students in secondary schools in Anambra State?
2. How do teachers comply to TRCN code of conduct with respect to their duties to colleagues in secondary schools in Anambra State?
3. How do teachers comply to TRCN code of conduct with respect to their duties to parents and guardians in secondary schools in Anambra State?

1.5 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 students 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 colleagues in secondary schools in Anambra State.
3. 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 parents and guardians in secondary schools in Anambra State.

2. Method

Descriptive survey research design was utilized for the study. According to Nworgu (2015), descriptive survey is the design which aims at collecting data on and describing in a systematic manner the characteristic, features or facts about a given population. This design is deemed appropriate, since the researcher collected data in a systematic manner from given population of the study to assess teachers' compliance to Teachers' Registration Council of Nigeria code of conduct in secondary schools in Anambra State. The study was carried out in Anambra State using public secondary schools. The population of the study comprised 6,654 respondents made up of 258 principals and 6,396 teachers in the 258 public secondary schools in Anambra State. The sample for this study was 691 respondents made up of 51 principals and 640 teachers using multi-stage sample procedures involving proportionate stratified and simple random sampling techniques.

A researcher-developed questionnaire titled "Teachers Compliance to TRCN Professional Code of Conduct Questionnaire (TCTPCCQ)" was used for data collection for both principals and teachers. The instrument was developed by the researcher from TRCN. TCTPCCQ has five clusters namely: A, B and C. These clusters were based on the three areas of teachers' professional code of conduct covered in the study.

Cluster A has eleven items on teachers' duties to learners; cluster B has seventeen items on teachers' duties to colleagues; and cluster C has five items on teachers' duties to parents/guardian. The instrument therefore contains a total of 33 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. Face validation of the instrument was determined by presenting three copies of the questionnaire together with the title, purpose of the study, research questions and hypotheses to three experts who are lecturers, two in the Department of Educational Management and Policy and one in Measurement and Evaluation, all from Faculty of Education, Nnamdi Azikiwe University, Awka. The researcher requested the experts to examine the adequacy of the items, relevance and suitability, the language used and the clarity of instruction to the subjects. As result of their comments eight items were modified. Their suggestions were used to produce the final version of the instrument. The reliability of the instrument (TPCCQ) was ascertained using Cronbach alpha by administering copies of the questionnaire to 20 principals in 40 secondary schools in Enugu State. The choice of Enugu State was because both Anambra and Enugu States share the same characteristics in school administration. The data obtained were subjected to test for internal consistency using Cronbach Alpha. The reliability indices for the clusters A, B and C of TPCCQ were 0.74, 0.81 and 0.71 respectively and the overall coefficient for the instrument was 0.75.

The researchers together with five research assistants who are secondary school teachers in Anambra State administered the copies of the questionnaire to the respondents. Direct approach was employed in data collection in order to ensure that copies of the questionnaire administered were properly filled and successfully retrieved. Follow-up visits were made where the respondents could not submit on the spot. A total of 691 copies of the questionnaire were distributed, 51 copies for principals and 640 for teachers. Out of these, total of 659 copies of questionnaire made up of 51 from principals and 608 from teachers were properly filled and successfully retrieved, indicating 95% percent return. At the end of the exercise, copies of the questionnaire that were properly completed and retrieved were used for data analysis. The data collected was subjected to analysis. 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. In taking decisions on the null hypotheses, if t-calculated value is equal to or greater than t-critical, the null hypotheses was adjudged to be significant, but if otherwise, it was adjudged not significant.

3. Results

Research Question 1: How do teachers comply to TRCN code of conduct with respect to their duties to students 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 Students

S/ N	ITEMS	Principals (N =51)			Teachers (N =608)		
		Mean	Sd	Decision	Mean	Sd	Decision
1	Respect for learners' right without prejudice	2.82	0.95	Agree	2.54	1.14	Agree
2	Considering the feelings of learners maximally	2.69	1.14	Agree	2.60	1.13	Agree
3	Maintaining the confidentiality of learners' data	2.67	0.99	Agree	2.56	1.13	Agree
4	Avoidance of sexual harassment of learners	2.80	1.02	Agree	2.53	1.10	Agree
5	Being modest in dressing	2.29	1.17	Disagree	2.55	1.15	Agree

6	Play active role in the reporting of persons involved in cultism and related illegal activities	2.31	1.12	Disagree	2.39	1.11	Disagree
7	Show high degree of decency in speech	2.20	1.20	Disagree	2.42	1.11	Disagree
8	Report all cases of examination malpractices to the appropriate authorities	2.55	1.10	Agree	2.36	1.11	Disagree
9	Shun receiving gift from learners for selfish motive of influencing their examinations scores	2.43	1.02	Disagree	2.48	1.10	Disagree
10	Inspire learners to behave in a disciplined manner through punctuality to school	2.61	1.13	Agree	2.60	1.14	Agree
11	Hardly ever under any circumstance administer corporal punishment on learners but use the right punishment to offenders	2.71	1.22	Agree	2.53	1.14	Agree
Cluster Mean		2.55	1.10	Agree	2.51	1.12	Agree

Data analysis presented on Table 1 revealed that mean scores of both principals and teachers for items 1-4, 10 and 11 are above the cut off mean score of 2.50 indicating agreement with the items as how teachers comply to TRCN code of conduct with respect to their duties to students. This shows that how teachers comply to TRCN code of conduct with respect to their duties to students include; respect for learners' right without prejudice, consider the feelings of learners maximally, maintaining the confidentiality of learners' data, avoidance of sexual harassment of learners, inspire learners to behave in a disciplined manner and hardly ever under any circumstance administer corporal punishment on learners but use the right punishment to offenders. On the other hand, mean ratings of both principals and teachers for items 6, 7 and 9 are below the cut off mean score of 2.50 indicating disagreement with the items.

The mean scores of principals and teachers indicated disagreement with each other. The cluster standard deviation scores of 1.10 and 1.12 for principals and teachers respectively indicated that their responses are homogenous. The cluster mean of 2.55 and 2.51 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 students.

Research Question 2: How do teachers comply to TRCN code of conduct with respect to their duties to colleagues 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 Colleague

S/N	ITEMS	Principals (N =51)			Teachers (N =608)		
		Mean	Sd	Decision	Mean	Sd	Decision
12	Respect for colleagues to increase team work	2.78	1.06	Agree	2.56	1.13	Agree
13	Maintaining mutually beneficial relationship with colleagues which aimed at uplifting the profession for effective teaching	2.80	1.06	Agree	2.55	1.16	Agree
14	Conduct myself in exemplary manner through commitment to their duties	2.80	1.08	Agree	2.61	1.06	Agree
15	Help colleagues grow up professionally	2.61	1.10	Agree	2.51	1.13	Agree
16	Cooperate with one another to achieve professional goals of enhancing quality service delivery in school	2.75	1.25	Agree	2.60	1.11	Agree
17	Demonstrate integrity in all contacts with colleagues	2.27	1.04	Disagree	2.44	1.10	Disagree

18	Seek assistance from colleagues	2.71	1.04	Agree	2.57	1.08	Agree
19	Relate equally with all colleagues without prejudice for collegial relationship	2.31	1.12	Disagree	2.58	1.08	Agree
20	Avoid making derogatory remarks on one another when contributing in staff meeting	2.14	1.09	Disagree	2.44	1.10	Disagree
21	Show zero tolerance for social discrimination when handling with one another	2.18	1.11	Disagree	2.45	1.09	Disagree
22	Shun unethical means to take away clients of colleagues	2.43	1.12	Disagree	2.45	1.10	Disagree
23	Demonstrate very high integrity in handling with one another	2.27	0.98	Disagree	2.52	1.12	Agree
24	Avoid unduly advertisement of one self in order to gain undue advantage over other colleagues	2.20	1.15	Disagree	2.47	1.13	Disagree
25	Refraining from copyright violations to encourage creativity among colleagues	2.33	1.23	Disagree	2.44	1.09	Disagree
26	Settle disputes among ourselves through established internal professional mechanisms	2.84	1.07	Agree	2.38	1.14	Disagree
27	Constructively criticize my colleagues with sense of responsibility	2.39	1.22	Disagree	2.43	1.13	Disagree
28	Collaborating with each other to enhance their knowledge	2.63	1.15	Agree	2.60	1.14	Agree
Cluster Mean		2.50	1.11	Agree	2.51	1.11	Agree

The result as shown on Table 2, the mean scores of principals and teachers for items 12-16, 18 and 28 which are above the cut off mean of 2.50 indicated agreement with the items as how teachers comply to TRCN code of conduct with respect to duties to colleagues. The indicated that how teachers comply to TRCN code of conduct with respect to their duties to colleagues include; respect for colleagues to increase team work, maintaining mutually beneficial relationship with colleagues, conduct myself in exemplary manner through commitment to their duties, help colleagues grow up professionally, seek assistance from colleagues and collaborating with each other to enhance their knowledge.

On the other hand, mean ratings of both principals and teachers for items 17, 19, 22, 24, 25 and 27 are below the cut off mean score of 2.50 indicating disagreement with the items. Furthermore, mean scores of principals for items 19 and 23 are below the cut off mean of 2.50 indicating disagreement with the items, while that of teachers are above 2.50 indicating agreement with the items. Principals indicated agreement in item 26, while teachers indicated disagreement in that item. The cluster standard deviation scores of 1.11 and 1.11 for principals and teachers respectively indicated that the responses of principals and teachers' rating to each item are close to the mean, implying that their responses are homogenous. The cluster mean of 2.50 and 2.51 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 colleagues in secondary schools in Anambra State.

Research Question 3: How do teachers comply to TRCN code of conduct with respect to their duties to parents and guardians in secondary schools in Anambra State?

S/N	ITEMS	Principals (N =51)			Teachers (N =608)		
		Mean	Sd	Decision	Mean	Sd	Decision
29	Respect the right of parents to information about their children to support their education	2.73	1.11	Agree	2.69	1.09	Agree
30	Communicate regularly with parents and guardians to seek their assistance in helping	2.37	1.06	Disagree	2.52	1.09	Agree

	students to learn							
31	Treat parents/guardians with utmost respect and courtesy to enhance their contribution toward educating their children	2.61	1.31	Agree	2.61	1.12	Agree	
32	Avoid favours from parents and guardians that may negatively influence teachers' professional decisions	2.37	1.04	Disagree	2.47	1.16	Disagree	
33	Play active role in promoting the activities of the Parents-teachers Association (PTA) through contributing in staff meetings	2.43	1.17	Disagree	2.65	1.10	Agree	
Cluster Mean		2.50	1.14	Disagree	2.59	1.11	Agree	

Table 3: 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 Parents

From Table 3, items 10 and 36 have mean scores above the cut off mean of 2.50 for both principals and teachers and this indicated their agreement with the items as how teachers comply to TRCN code of conduct with respect to their duties to parents and guardians. This shows that the how teachers comply to TRCN code of conduct with respect to their duties to parents and guardians include; respect the right of parents to information about their children to support their education and treat parents/guardians with utmost respect and courtesy to enhance their contribution toward educating their children. On the other hand, mean ratings of both principals and teachers for item 37 fell below the acceptable mean score of 2.50 indicating their disagreement with the items. Principals with mean scores below the cut off mean of 2.50 indicated disagreement with the items 35 and 38, while teachers indicated agreement with the items.

The cluster standard deviation scores of 1.14 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 2.50 and 2.59 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 parents and guardians 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 students 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 students

Respondents	N	X	SD	t.cal	t.crit.	Df	∞	Remark
Principals	51	2.55	1.10	0.30	1.96	657	0.05	Not Significant
Teachers	608	2.51	1.12					

Data presented on Table 4 revealed that the t-calculated value of 0.30 is less than t-critical value of 1.96 at 0.05 level of significance and 657 degree of freedom. Thus, the null hypothesis is not significant. 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 students 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 colleagues in secondary schools in Anambra State.

Table 5: The summary of t-test Analysis of no Significant Difference between the Mean Ratings of Principals and Teachers on how do teachers comply to TRCN code of conduct with respect to their duties to Colleagues

Respondents	N	X	SD	t.cal	t.crit.	Df	∞	Remark
Principals	51	2.50	1.11	0.05	1.96	657	0.05	Not Significant
Teachers	608	2.51	1.11					

As shown on Table 5 revealed that the t-calculated value of 0.05 is less than t-critical value of 1.96 at 0.05 level of significance and 657 degree of freedom. Thus, the null hypothesis is not significant. 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 colleagues in secondary schools in Anambra State.

Hypothesis 3: 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 parents and guardians in secondary schools in Anambra State.

Table 6: 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 Parents and Guardians

Respondents	N	X	SD	t.cal	t.crit.	Df	∞	Remark
Principals	51	2.50	1.14	0.66	1.96	657	0.05	Not Significant
Teachers	608	2.59	1.11					

Result presented on Table 6 revealed that the t-calculated value of 0.66 is less than t-critical value of 1.96 at 0.05 level of significance and 657 degree of freedom. Thus, the null hypothesis is not significant. 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 parents and guardians in secondary schools in Anambra State.

4. Discussions

The finding of the study indicated that teachers comply to TRCN code of conduct with respect to their duties to students in secondary schools in Anambra State. It was indicated that how teachers comply to TRCN code of conduct with respect to duties to students include; respect for learners' right without prejudice, consider the feelings of learners maximally, maintaining the confidentiality of learners' data, avoidance of sexual harassment of learners, inspire learners to behave in a disciplined manner and hardly ever under any circumstance administer corporal punishment on learners but use the right punishment to offenders. This agreed with the finding of Mwesiga and Kireti (2018) which revealed that teacher comply to the code of conduct of their duties to students in the following ways; care about students needs, encourage students to study hard and guide them, manage students discipline, give equal learning opportunity to students and being a role model to students. The agreement in the findings could be due to the fact that the two studies were conducted in African continent where the education system is similar.

This is also in line with the findings of Aldmour (2014) which reported that teachers are highly committed to professional code of conduct of duties to students by; developing honor of students, inspiring students to behave well, encouraging students to participate in activities, informing students to contact administration in case of dispute, respects the student personality, accepts ideas and viewpoints of students and maintaining confidentiality of information related to students. This also supported the finding of Agusiobo and Nwobodo (2018) who reported that teachers to a great extent were committed to their professional code of conduct of duties to students as they; respect students personality, do not encourage students to cheat in examination, inspire students to comply with school rules and regulations, mark class register, do not sexually harass students, go for classes early and leave at the right time. The agreement between the findings could be attributed to the fact that the two studies were conducted in south east, Nigeria where the school characteristics are similar.

The explanation for teachers' compliance with TRCN with respect to duties to students is that it set the tone of classroom and secondary school environment in Anambra State. The teachers serve as a mentor and model to students and thus perform their duties and exhibit behaviour worthy of emulation. The teacher behaviour and compliance to TRCN code of conduct of duties to students is reflected in teachers dedication to teaching which could be responsible for excellent academic achievement of secondary school students in Anambra state. It was also reported that 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 students in secondary schools in Anambra State.

The results of the study indicate that teachers comply to TRCN code of conduct with respect to their duties to colleagues. The indicated that how teachers comply to TRCN code of conduct with respect to duties to colleagues include; respect for colleagues to increase team work, maintaining mutually beneficial relationship with colleagues, conduct oneself in exemplary manner through commitment to their duties, help colleagues grow up professionally, seek assistance from colleagues and collaborating with each other to enhance their knowledge. This is in agreement with the finding of Muhammad and Muhammad (2011) which revealed that teachers code of conduct with respect of duties to colleagues as they; collaborate with colleagues to promote teamwork, share successful professional experiences with other colleagues and help them grow up professional. This is also in conformity with the finding of Iroegbu and Adeleke (2017) which indicated that teachers comply to code of conduct of duties to colleagues as they; respect of senior and junior colleagues in all dealing, conducive interpersonal relationship with my colleagues, show self-respect in my dealings with others cooperate with other colleagues to achieve goals and also exhibit honest, respect persons and property and preserve confidence in professional practices. The possible explanation for the agreement between the findings could be due to the fact that the two studies were conducted in the same zone in Nigeria.

The possible reason for this finding is that secondary school teachers in Anambra State require the partnership and support of their colleagues to grow professionally. The result may also be explained by the fact that teachers require the cooperation of one another to improve on their instructional delivery. Teachers' compliance to TRCN code of conduct with respect to duties to colleagues helps to develop and maintain respectful and helpful relationship with colleagues to create positive school climate in Anambra State. This enables them exchange ideas, respect one another and work as a team, which has contributed to improvement on their teaching and students' academic achievement. It was also indicated that 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 colleagues in secondary schools in Anambra State.

The finding of this study indicated that teachers comply to TRCN code of conduct with respect to duties to parents and guardians in secondary schools in Anambra State. This shows that how teachers comply to TRCN code of conduct with respect to duties to parents and guardians include; respect the right of parents to information about their children to support their education and treat parents/guardians with utmost respect and courtesy to enhance their contribution toward educating their children. This supported the finding of Aldmour

(2014) who reported that teachers are committed to professional code of conduct of duties to parents by respecting them irrespective of their social and qualification positions, provides parents clear and actual information about their awards, contact and communicate with parents, encourage parents to visit the school to follow up their children and strengthen the relationship with parents through Parent Teacher Association. This agreed with the finding of Al-Hothali (2018) who reported that teachers comply to code of conduct of duties to parents by; consulting parents about all that relates to their wards, encourage parents participation in decisions concerning their children, provide information to parents on their children academic performance, build trust and respect the parents. The agreement in findings could be due to the fact that the two studies were conducted in time span of just two years difference and utilized the same research design.

The possible explanation for teachers' compliance to TRCN code of conduct of duties to parents may be due to the fact that vast technological advancement like phone and social networks has enhanced exchange of information between parents and teachers concerning their children's academic progress. The parents and teachers collaborative efforts are needed to help students to excel in their academic pursue. The exchange of information between parents and teachers enable them to tackle learning problems encountered by secondary school students in Anambra State. They provide information on students' academic works that require regular guidance and supervision in school and at home. 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 parents and guardians in secondary schools in Anambra State.

5. Conclusion

Based on the findings, it is concluded that teachers comply with the TRCN code of conduct in secondary schools in Anambra State. The teachers' compliance to TRCN code of conduct creates and promotes favourable and collegial environment that enhance teaching and learning. Secondary school teachers in Nigeria perform their duties as stipulated by TRCN. This may account for highly dedicated and committed teachers that have contributed to remarkable and outstanding academic achievement of secondary school students in Anambra State.

6. Recommendations

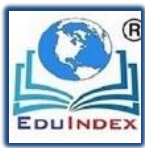
Based on the findings, it was recommended among others that;

1. Teachers' Registration Council of Nigeria should organize annual seminars for teachers to fresh their knowledge and strengthening their compliance to code of conduct of duties to students.
2. Ministry of Education should mandate secondary school principals to constitute Teachers' Registration Council of Nigeria code of conduct implementation committee to regularly monitor and improve teachers' compliance with the code of conduct with respect to thwir duties to colleagues
3. Teachers' Registration Council of Nigeria should organize periodic workshops, conferences and seminars for teachers and officials of Ministry of Education to discuss and exchange ideas on how teachers can improve their compliance to their code of conduct with respect of their duties to parents.

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