



ASSESSMENT OF TEACHERS' COMPLIANCE WITH THE REQUIREMENTS IN TEACHERS' REGISTRATION COUNCIL OF NIGERIA CODE OF CONDUCT FOR IMPROVEMENT OF PUBLIC SECONDARY SCHOOLS IN CROSS RIVER STATE, NIGERIA

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Abstract

The study assessed teachers' compliance with the requirements in the Teachers' Registration Council of Nigeria Code of Conduct for improvement of public secondary schools in Cross River State, Nigeria. Four research questions guided the study and four null hypotheses were tested at the 0.05 level of significance. A descriptive survey research design was adopted for the study. The study population comprised all 292 principals and 4,788 teachers in the 292 public secondary schools in Cross River State. A proportionate stratified sampling technique was used to draw 58 principals and 957 teachers for the study. The research instrument used for data collection was "Teachers' Compliance to the Requirements in Teachers' Registration Council of Nigeria Code of Conduct for School Improvement Questionnaire (TCRTRCNCCSIQ)". The instrument was validated by three experts, one from the Department of Educational Psychology, one from the Department of Adult and Non-Formal Education and one from the Test and Measurement Department, all from Federal College of Education, Obudu. Cronbach's alpha method was used to test the internal consistency of the instrument, yielding reliability coefficients of 0.84, 0.81, 0.79, and 0.77 for Clusters A-D, respectively, with an overall coefficient of 0.80. Mean and standard deviation were used to answer the research questions, while the t-test was used to test the null hypotheses. The study's findings revealed, among other things, that teachers comply with the TRCN Code of Conduct regarding requirements for interacting with learners, colleagues, and parents/guardians to improve public secondary schools. Further results showed that teachers do not comply with the TRCN Code of Conduct regarding the requirement to relate with employers for the improvement of public secondary schools. It was also found that there is no significant difference in the mean ratings of principals and teachers on teacher compliance with the TRCN Code of Conduct regarding the requirements for relating with learners, colleagues, employers and parents/guardians for the improvement of public secondary schools. Based on the findings, it was recommended, among other things, that the Ministry of Education should utilize mass media to conduct periodic sensitization of teachers on their compliance with their duties to employers.

Keywords: Teachers, Compliance, Requirements, TRCN, School Improvement, Learners, Colleagues, Employers, Parents/Guardians

1.1 Introduction

The teaching profession was virtually everybody's business until the establishment of the Teachers' Registration Council of Nigeria (TRCN) Act 1993. Prior to 1993, many individuals who could not find their dream jobs resorted to teaching as a source of livelihood. Ojo and Emeka-Nwosu (2023) noted that TRCN was established after many years during which teachers and other stakeholders had long agitated for the establishment of a regulatory agency. They added that the council was established as an agency of the Federal Ministry of Education to control and standardize the Teaching Profession in Nigeria.

The Teachers Registration Council of Nigeria was a regulatory body established by the government to regulate the practices of teachers in all educational institutions in the country. Asiegbu and Nwansoh (2024) described TRCN as the body that registers, licenses, monitors and ensures that teachers act in accordance with ethical standards, values and norms in educational institutions. Continuing, the authors stated that TRCN is the association responsible for maintaining specific minimum ethical standards in the teaching profession. TRCN was established to ensure that the work behaviour and attitude of teachers meet minimum acceptable international standards. According to Ikediugwu and Agbaizu (2023), the Teachers Registration Council of Nigeria (TRCN) is a government agency responsible for accrediting programmes and overseeing the activities of teacher training institutions to ensure that they meet the minimum acceptable international standards of operation. Osiesi and Odinko (2022) conceptualized TRCN as a special agency of the Federal Government of Nigeria, empowered to manage, oversee, control and standardize the teaching profession at all levels (tertiary, secondary and primary education) in the country. The authors added that the council is responsible for registering and licensing only qualified teachers, as well as engaging in accreditation, monitoring, and supervising the various teachers' educational courses and programmes in all teacher training institutions across the country, to ensure that they meet national and international standards.

TRCN is mandated to uphold the integrity of the teaching profession. Osiesi and Odinko (2023) noted that the functions of the Teacher Registration Council of Nigeria can be summarised thus: deciding who a qualified teacher is, determining the standards for teachers in the country, deciding the necessary skills and knowledge for teachers, controlling the teaching profession, training of teachers, and implementing laudable programmes that can boost teachers and the teaching profession. Furthermore, Osiesi and Odinko asserted that the Teachers' Registration Council of Nigeria's programmes include, among other things, the licensing and registration of qualified teachers, accreditation, monitoring, and supervision of the courses and programmes of teacher training institutions in Nigeria, the organisation of internship programmes for recent education graduates, the conducting of professional examinations and interviews to determine teachers suitable for registration, and the implementation of Mandatory Continuing Professional Education for teachers; and giving voices to teachers. The council guides the behaviour and operations of teachers with a code of conduct.

A code of conduct is a set of acceptable rules and guidelines that regulate the behavior, interaction, and activities of teachers in the school system. A code of conduct is described by Komba and Mukadi (2021) as a collection of values, standards, and norms that every individual

regarded as a professional should consider. Ezema, Ifelunni, Ugwu, Okenyi and Abah (2021) posited that the code of conduct defines the minimum standards expected of professional teachers in terms of their thoughts, words and actions. Gernalin, Bautista and Maguate (2023) described code of teachers' conduct as an extensive domain of teacher professionalism, which also deals with their work ethics.

The professional code of conduct, as formulated by the Teachers' Registration Council of Nigeria (TRCN) (2012), in conjunction with the Federal Ministry of Education, is designed to cover the teachers' relationship with learners, colleagues, parents, society employers, as well as general and administrative roles. Thus, Teachers are required to demonstrate a high degree of professionalism and moral standards in their relationships with learners, colleagues, employees and parents/guardians.

Teachers are obligated to provide parents with information that serves the best interests of their children. 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. In the relationship between teachers and 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 relationships among colleagues without undue interference.

School improvement strengthens the school's capacity to promote and sustain effective teaching and learning. According to Nnebedum and Egboka (2017), school improvement focuses on strengthening learning and other related conditions to achieve higher student performance. Furthermore, Nnebedum and Egboka stressed that a school could be said to have improved if there is positive change from the existing practices and outcomes and this positive and incremental change comes across various areas such as curriculum planning, physical facilities, supervision, financial management, time management, staff and students' personnel management, as well as learning outcomes. Ezeugbor and Thompson (2018) noted that school improvement involves witnessing steady growth in all aspects of the school, primarily in the area of students' academic outcomes.

Teachers seem to engage in unethical acts that compromise the integrity of the teaching profession in public secondary schools in Cross River State. Udang (2023) noted that constant cases of absenteeism, persistent lateness to school, irregular attendance to school and unauthorized movement from duty post and other forms of indiscipline in public secondary schools in Cross River State, Nigeria. It is against this background that this study will assess teachers' compliance with the requirements in the Teachers' Registration Council of Nigeria Code of Conduct for improvement of public secondary schools in Cross River State, Nigeria.

1.2 Statement of the Problem

TRCN formulates a code of conduct to regulate the conduct of teachers and uphold the integrity of the teaching profession. However, the professional code of conduct binding the teaching profession is possibly violated by some teachers who frequently arrive late to work, often

absent from duty without permission, and engage in practices that violate ethical standards of dress in public secondary schools in Cross River State, Nigeria. Cases of teaching with outdated lesson notes, failure to complete assigned tasks, and often leaving the workplace during office hours probably show that some teachers are not living up to the expectations of teaching professional standards.

One may wonder if the TRCN code of conduct which is expected to guide teachers in delivering instructions to meet the intellectual, ethical, physical, social, and academic needs of students is adequately adhered to, as some of the products from secondary schools tend to fail to acquire the required qualifications for further studies in tertiary institutions and requisite skills useful living in the society. Consequently, it appears to contribute to the shortage of semi-skilled manpower to engage in meaningful activities that support the development of the state. These problems prompt the assessment of teachers' compliance with the requirements in the Teachers' Registration Council of Nigeria Code of Conduct for improvement of public secondary schools in Cross River State, Nigeria.

1.3 Purpose of the Study

The purpose of this study is to evaluate teachers' compliance with the requirements outlined in the Teachers' Registration Council of Nigeria Code of Conduct, with the aim of improving public secondary schools in Cross River State, Nigeria. Specifically, the study sought to find:

1. Teachers' compliance with the TRCN Code of Conduct on the requirement for relating with learners for the improvement of public secondary schools.
2. Teachers' compliance with the TRCN Code of Conduct on the requirement for relating with colleagues for the improvement of public secondary schools
3. Teachers' compliance with the TRCN Code of Conduct on the requirement for relating with employers for the improvement of public secondary schools.
4. Teachers' compliance with the TRCN code of Conduct on the requirement for relating with parents and guardians for improvement of public secondary schools.

1.4 Research Questions

The study was guided by the following research questions:

1. In what ways do teachers comply to the TRCN Code of Conduct on the requirement for relating with learners for improvement of public secondary schools?
2. In what ways do teachers comply to the TRCN Code of Conduct on the requirement for relating with colleagues for improvement of public secondary schools?
3. In what ways do teachers comply to the TRCN Code of Conduct on the requirement for relating with employers for improvement of public secondary schools?
4. In what ways do teachers comply to the TRCN Code of Conduct on the requirement for relating with parents and guardians for improvement of public secondary schools?

1.5 Hypotheses

The following hypotheses were tested at the 0.05 alpha level:

1. There is no significant difference in the mean ratings of principals and teachers on teacher compliance with TRCN Code of Conduct on the requirement for relating with learners for improvement of public secondary schools.
2. There is no significant difference in the mean ratings of principals and teachers on teacher compliance with TRCN Code of Conduct on the requirement for relating with colleagues for improvement of public secondary schools.
3. There is no significant difference in the mean ratings of principals and teachers on teacher compliance with TRCN Code of Conduct on the requirement for relating with employers for improvement of public secondary schools.
4. There is no significant difference in the mean ratings of principals and teachers on teacher compliance with TRCN Code of Conduct on the requirement for relating with parents and guardians for improvement of public secondary schools.

2. Methods

A descriptive survey research design was adopted for the study. Thomas and Zubko (2023) defined descriptive survey research as one that seeks to provide insight into the characteristics, attributes, and opinions of a given population through the collection of data from a sample. The present study employs a descriptive survey design, as the researcher collected information from a given sample of the population to assess teachers' compliance with the requirements outlined in the Teachers' Registration Council of Nigeria Code of Conduct, aimed at improving public secondary schools in Cross River State, Nigeria. The study was conducted in Cross River State, located in the South-South geopolitical zone of Nigeria. The choice of Cross River State as the study area was due to the professional misconduct of some teachers.

The population of the study comprised all 292 principals and 4,788 teachers in the 292 public secondary schools in Cross River State. A proportionate stratified sampling technique was used to draw 58 principals and 957 teachers for the study. The research instrument used for data collection was "Teachers' Compliance to the Requirements in Teachers' Registration Council of Nigeria Code of Conduct for School Improvement Questionnaire (TCRTRCNCCSIQ)". The instrument was developed by the researchers from literature review and consultation with experts in the field. TCRTRCNCCSIQ has Sections A to D. Section A had nine items on teachers' compliance to the TRCN requirement of relationship with learners for school improvement, Section B had nine on teachers' compliance to the TRCN requirement of relationship with colleagues for school improvement, Section C had six items on teachers' compliance to the TRCN requirement of relationship with employers for school improvement and Section D had seven items on teachers' compliance to the TRCN requirement of relationship with parents and guardians for school improvement. The instrument therefore contained a total of 31 items, all of which were structured on a four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD), weighted 4, 3, 2, and 1, respectively.

The instrument underwent face validation by three experts. To ascertain this, the researcher presented the title, purpose of the study, research questions and hypotheses with a copy of the

questionnaire to three experts who are lecturers: one from the Department of Educational Psychology, one from the Department of Adult and Non-Formal Education and one from the Test and Measurement, all from Federal College of Education, Obudu. The experts were requested to examine and scrutinize the items in terms of content, relevance, suitability, clarity, and coverage of the study's dimensions. The suggestions of the experts were incorporated into the production of the final instrument. The reliability of the instrument was established using Cronbach's alpha statistics, which yielded reliability coefficient values of 0.84, 0.81, 0.79, and 0.77 for Sections A to D, respectively, with an overall coefficient value of 0.80. This indicates that the instrument is reliable.

The instrument was administered by the researchers with the help of three research assistants who are secondary school teachers in Cross River State. A direct approach was employed for the distribution and collection of the questionnaire to ensure high return rate. Follow-up visits were made on the agreed-upon date with respondents who were unable to submit on the spot. A total of 1,015 copies of the questionnaire were distributed, 58 copies to principals and 957 copies to teachers. Out of these, a total of 1,004 copies of the questionnaire, of which 58 were from principals and 946 were from teachers, were properly filled and successfully retrieved, indicating a 99% return rate. Mean and standard deviation were used to answer the research questions and a t-test was used to test the hypotheses. In making decisions on the research questions, a mean rating of 2.50 or above was considered agreement, while any mean rating below 2.50 indicated disagreement. The decision criteria for the null hypothesis are that if the p-value is equal to or greater than 0.05, the null hypothesis is accepted; however, if the p-value is less than 0.05, the null hypothesis is rejected.

3. Results

Research Question 1: In what ways do teachers comply to TRCN code of Conduct on requirement for relating with learners for improvement of public secondary schools?

Table 1: Mean Ratings and Standard Deviation Scores on Ways That Teachers Comply to TRCN Code of Conduct on Requirement for relating with Learners for School Improvement

S/ N	ITEMS	Principals (n = 58)			Teachers (n =946)		
		$\bar{x}$	SD	Remark	$\bar{x}$	SD	Remark
1	Respect the right of learners	2.77	1.05	Agree	2.82	1.02	Agree
2	Maintain confidentiality of learners' information						
3	Show concern towards the feelings of learners	2.56	1.03	Agree	2.60	0.98	Agree
3	Abstain from sexual harassment of learners	2.84	1.00	Agree	2.81	1.08	Agree
4	Dress modestly for learners to emulate	2.65	1.07	Agree	2.70	1.10	Agree
5	Make decent speech during interaction with learners	2.59	1.06	Agree	2.67	1.05	Agree
6	Discourage examination malpractices among students	2.43	1.01	Disagree	2.45	1.06	Disagree
7	Use the right punishment to students who violate school rules	2.48	1.03	Disagree	2.51	1.09	Agree
8	Play active role in the reporting of persons involved in cultism and related illegal activities	2.75	1.04	Agree	2.79	1.11	Agree
9	Desist from receiving gift from learners to influence grades	2.41	1.12	Disagree	2.47	1.01	Disagree
Cluster Mean and Standard Deviation		2.61	1.05	Agree	2.65	1.06	Agree

Table 1 shows that the mean scores of principals and teachers for items 1-5 and 8 which were above the cut mean of 2.50 indicated that teachers comply to TRCN code of Conduct on requirement for relating with learners for school improvement. The mean scores of principals and teachers for items 6 and 9 which are below the cut mean of 2.50 indicated that teachers do not comply to TRCN code of Conduct on requirement for relating with learners for school improvement. On the other hand, the mean ratings of principals for item 7 which is below the mean cut of 2.50 indicated that they disagreed that teachers use the right punishment to students who violate school rules, while teachers with mean of 2.51 indicated agreement with the items. The cluster standard scores which stood at 1.05 and 1.06 for principals and teachers respectively indicated homogeneity in their responses amongst each cluster. The clusters mean of 2.61 and 2.65 for principals and teachers respectively which are above the cut mean of 2.50 indicated that teachers comply to TRCN code of Conduct on requirement for relating with learners for improvement of public secondary schools.

Research Question 2: In what ways do teachers comply to TRCN code of Conduct on requirement for relating with colleagues for improvement of public secondary schools?

Table 2: Mean Ratings and Standard Deviation Scores on Ways That Teachers Comply to TRCN Code of Conduct on Requirement for relating with Colleagues for School Improvement

S/ N	ITEMS	Principals (n = 58)			Teachers (n =946)		
		$\bar{x}$	SD	Remark	$\bar{x}$	SD	Remark
10	Give maximum respect to colleagues	2.86	1.10	Agree	2.97	1.04	Agree
11	Help colleagues grow up professionally	2.67	0.96	Agree	2.72	1.07	Agree
12	Maintain mutually beneficial relationship with colleagues	2.65	1.06	Agree	2.61	1.08	Agree
13	Seek assistance from my colleagues, if the need arises	2.76	1.05	Agree	2.88	1.10	Agree
14	Desists from making derogatory remarks	2.45	1.06	Disagree	2.40	1.01	Disagree
15	Show zero tolerance for social discrimination of my colleagues	2.78	1.01	Agree	2.81	1.11	Agree
16	criticize my colleagues with sense of responsibility	2.42	1.00	Disagree	2.47	1.05	Disagree
17	Refrain from copyright violations of colleagues' works	2.69	0.95	Agree	2.61	1.06	Agree
18	Relate equally with all my colleagues	2.71	0.99	Agree	2.76	1.09	Agree
Cluster Mean and Standard Deviation		2.67	1.02	Agree	2.69	1.07	Agree

As shown in Table 2, both principals and teachers recorded mean scores of above the cut mean of 2.50 for items 10-13, 15, 17 and 18 which showed that teachers comply to TRCN code of Conduct on requirement for relating with colleagues for school improvement. The mean scores of principals and teachers for items 14 and 16 which are below the cut mean of 2.50 indicated that teachers do not comply to TRCN code of Conduct on requirement for relating with colleagues for school improvement. The cluster standard scores which stood at 1.02 and 1.07 for principals and

teachers respectively indicated homogeneity in their responses amongst each cluster. The clusters mean of 2.67 and 2.69 for principals and teachers respectively which are above the cut mean of 2.50 indicated that teachers comply to TRCN code of Conduct on requirement for relating with colleagues for improvement of public secondary schools.

Research Question 3: In what ways do teachers comply to TRCN code of Conduct on requirement for relating with employers for improvement of public secondary schools?

Table 3: Mean Ratings and Standard Deviation Scores on Ways That Teachers Comply to TRCN Code of Conduct on Requirement for relating with Employers for School Improvement

S/ N	ITEMS	Principals (n = 58)			Teachers (n =946)		
		$\bar{x}$	SD	Remark	$\bar{x}$	SD	Remark
19	Desist from any contract that may undermine the exercise of the full professional competencies	2.51	1.07	Agree	2.56	0.97	Agree
20	Seek to perform only tasks that are within their professional competencies	2.42	1.10	Disagree	2.43	1.04	Disagree
21	Strive to fulfil their contractual obligations	2.45	1.01	Disagree	2.53	1.00	Agree
22	Render their services only in accordance with the terms of the contract	2.36	1.09	Disagree	2.38	1.08	Disagree
23	Respect the agreement enter between their union and the employers	2.33	1.02	Disagree	2.30	0.98	Disagree
24	Maintain cordial relationship with employers	2.54	1.05	Agree	2.55	1.06	Agree
Cluster Mean and Standard Deviation		2.44	1.05	Disagree	2.46	1.02	Disagree

Table 3 shows that the mean scores of principals and teachers for all items 19 and 24 which were above the cut mean of 2.50 indicated that teachers comply to TRCN code of Conduct on requirement for relating with employers for school improvement. The mean scores of principals and teachers for items 20, 22 and 23 which are below the cut mean of 2.50 indicated that teaches do not comply to TRCN code of Conduct on requirement for relating with employers for school improvement. On the other hand, the mean ratings of principals for item 21 which is below the mean cut of 2.50 indicated that they disagreed that teachers strive to fulfil their contractual obligations, while teachers with mean of 2.53 indicated agreement with the items. The cluster standard scores which stood at 1.06 and 1.02 for principals and teachers respectively indicated homogeneity in their responses amongst each cluster. The clusters mean of 2.44 and 2.46 for principals and teachers respectively which are below the cut mean of 2.50 indicated that teachers do not comply to TRCN code of Conduct on requirement for relating with employers for improvement of public secondary schools.

Research Question 4: In what ways do teachers comply to TRCN code of Conduct on requirement for relating with parents and guardians for improvement of public secondary schools?

Table 4: Mean Ratings and Standard Deviation Scores on Ways That Teachers Comply to TRCN Code of Conduct on Requirement for relating with Parents and Guardians for School Improvement

S/N	ITEMS	Principals (n = 58)			Teachers (n =946)		
		$\bar{x}$	SD	Remark	$\bar{x}$	SD	Remark
25	Disseminate information concerning learning activities of children/wards to their parents/guardians	2.73	1.01	Agree	2.78	1.11	Agree
26	Accord utmost respect to parents/guardians	2.65	1.06	Agree	2.59	1.08	Agree
27	Seek assistance from parents in helping their children learn	2.55	1.03	Agree	2.62	0.99	Agree
28	Avoid favours from parents and guardians that can influence my duties	2.43	1.00	Disagree	2.47	1.07	Disagree
29	Collaborate with parents/guardians to solve problems in Parents-teachers Association (PTA) meetings	2.74	1.11	Agree	2.64	1.02	Agree
30	Respect the confidence of parents/guardians who bring their personal matters	2.51	1.09	Agree	2.68	1.02	Agree
31	Offers maximum cooperation to parents in handling issues concerning their children	2.80	1.07	Agree	2.93	1.01	Agree
Cluster Mean and Standard Deviation		2.63	1.05	Agree	2.67	1.04	Agree

Result presented in Table 4 shows that the mean scores of principals and teachers for all items with exception of item 28 which were above the cut mean of 2.50 indicated that teachers comply to TRCN code of Conduct on requirement for relating with parents and guardians for school improvement. The cluster standard scores which stood at 1.05 and 1.04 for principals and teachers respectively indicated homogeneity in their responses amongst each cluster. The clusters mean of 2.63 and 2.64 for principals and teachers respectively which are above the cut mean of 2.50 indicated that teachers comply to TRCN code of Conduct on requirement for relating with parents and guardians for improvement of public secondary schools.

Ho₁: There is no significant difference in the mean ratings of principals and teachers on teacher compliance with TRCN code of Conduct on requirement for relating with learners for improvement of public secondary schools.

Table 5: The t-test Summary of Mean Ratings of Principals and Teachers on Teacher Compliance with TRCN Code of Conduct on Requirement for Relating with Learners for School Improvement

Respondents	n	$\bar{x}$	SD	p-value	Df	Alpha	Remark
Principals	58	2.61	1.05	0.32	1,000	0.05	Not Significant
Teachers	946	2.65	1.06				

Result presented in table 5 reveals that the p-value of 0.32 is greater than 0.05 alpha level. Thus, the null hypothesis is accepted. Therefore, there is no significant difference in the mean

ratings of principals and teachers on teacher compliance with TRCN code of Conduct on requirement for relating with learners for improvement of public secondary schools.

Ho₂: There is no significant difference in the mean ratings of principals and teachers on teacher compliance with TRCN code of Conduct on requirement for relating with colleagues for improvement of public secondary schools.

Table 6: The t-test Summary of Mean Ratings of Principals and Teachers on Teacher Compliance with TRCN Code of Conduct on Requirement for Relating with Colleagues for School Improvement

Respondents	n	$\bar{x}$	SD	p-value	Df	Alpha	Remark
Principals	58	2.67	1.02	0.21	1,000	0.05	Not Significant
Teachers	946	2.69	1.07				

Table 6 reveals that the p-value of 0.21 is greater than 0.05 alpha level. Thus, the null hypothesis is accepted. Therefore, there is no significant difference in the mean ratings of principals and teachers on teacher compliance with TRCN code of Conduct on requirement for relating with colleagues for improvement of public secondary schools.

Ho₃: There is no significant difference in the mean ratings of principals and teachers on teacher compliance with TRCN code of Conduct on requirement for relating with employers for improvement of public secondary schools.

Table 7: The t-test Summary of Mean Ratings of Principals and Teachers on Teacher Compliance with TRCN Code of Conduct on Requirement for Relating with Employers for School Improvement

Respondents	n	$\bar{x}$	SD	p-value	Df	Alpha	Remark
Principals	58	2.44	1.05	0.25	1,000	0.05	Not Significant
Teachers	946	2.46	1.02				

Result presented in table 7 reveals that the p-value of 0.25 is greater than 0.05 alpha level. Thus, the null hypothesis is accepted. Therefore, there is no significant difference in the mean ratings of principals and teachers on teacher compliance with TRCN code of Conduct on requirement for relating with employers for improvement of public secondary schools.

Ho₄: There is no significant difference in the mean ratings of principals and teachers on teacher compliance with TRCN code of Conduct on requirement for relating with parents and guardians for improvement of public secondary schools.

Table 8: The t-test Summary of Mean Ratings of Principals and Teachers on Teacher Compliance with TRCN Code of Conduct on Requirement for Relating with Parents and Guardians for School Improvement

Respondents	N	$\bar{x}$	SD	p-value	Df	Alpha	Remark
Principals	58	2.63	1.05	0.16	1,000	0.05	Not Significant
Teachers	946	2.67	1.04				

Data presented in table 8 reveals that the p-value of 0.16 is greater than 0.05 alpha level. Thus, the null hypothesis is accepted. Therefore, there is no significant difference in the mean ratings of principals and teachers on teacher compliance with TRCN code of Conduct on requirement for relating with parents and guardians for improvement of public secondary schools

4. Discussion

The result of the study revealed that teachers comply to the TRCN Code of Conduct on requirements for relating with learners for improvement of public secondary schools. This finding agreed with that of Mwesiga and Kireti (2018) which revealed that teachers comply with the code of conduct regarding their duties to students. The possible explanation for the agreement between the findings is the similarity in participants and secondary schools in which they were conducted. This refuted the finding of Alhassan, Abubakar and Danfulani (2023), which showed that teachers do not comply to the regulation of the Teachers Registration Council of Nigeria (TRCN) on their duties towards students. This finding disagreed with that of Ezema et al. (2021), which revealed that the extent of adherence to the ethics of the teaching profession in relation to learners among primary school teachers was low. The difference in geographical location and time span of the studies. This showed that teachers comply to TRCN code of Conduct on requirement for relating with learners for improvement of public secondary schools by respecting the right of learners, maintaining confidentiality of learners' information, showing concern towards the feelings of learners, abstaining from sexual harassment of learners, dress modestly for learners to emulate, making decent speech during interaction with learners and playing active role in the reporting of persons involved in cultism and related illegal activities. The possible reason for teachers' compliance to the TRCN Code of Conduct on requirements for relating with learners is to create a safe, welcoming and healthy learning environment for all students to excel in public secondary schools. Teachers' compliance to the TRCN code of Conduct on requirements for relating with learners enables them to become successful in teaching the students. It was also found that there is no significant difference in the mean ratings of principals and teachers on teacher compliance with the TRCN Code of Conduct regarding the requirement for relating with learners to improve public secondary schools. This finding aligns with that of Asiegbo and Nwansoh (2024), which indicated that there is no significant difference in the mean ratings of principals and teachers regarding teacher compliance with the TRCN code of conduct in public secondary schools.

The finding of the study revealed that teachers comply to the TRCN Code of Conduct on requirements for relating with colleagues for the improvement of public secondary schools. This upholds the finding of Muhammad and Muhammad (2011), which revealed the teachers' code of conduct regarding their duties to their colleagues in secondary schools. This agreed with the

finding of Agbaizu and Ikediugwu (2021), who revealed that teachers comply to the TRCN code of conduct with respect to their duties to colleagues in secondary schools. The similarity in participants and level of education of the studies could be responsible for the agreement in findings. This showed that teacher comply to TRCN code of Conduct on requirement for relating with colleagues for improvement of public secondary schools by giving maximum respect to colleagues, helping colleagues grow up professionally, maintaining mutually beneficial relationship with colleagues, seeking assistance from my colleagues, if the need arises show zero tolerance for social discrimination of my colleagues, refraining from copyright violations of colleagues' works and relating equally with all my colleagues. The finding could be explained by the fact that teachers' compliance to the TRCN Code of Conduct on requirements for relating with colleagues encourages a supportive and collaborative atmosphere that leads to improvement of public secondary schools. Further results showed that there is no significant difference in the mean ratings of principals and teachers on teacher compliance with the TRCN code of Conduct on the requirement for relating with colleagues for improvement of public secondary schools. This affirmed the finding of Agbaizu and Ikediugwu (2021) which showed that there was no significant difference in the mean ratings of principals and teachers on how teachers comply to the TRCN code of conduct with respect to their duties to colleagues in secondary schools in Anambra State. Teachers' compliance to the TRCN Code of Conduct on the requirement for relating with colleagues can builds trust and respect for the improvement of public secondary schools.

The finding of the study revealed that teachers do not comply to the TRCN Code of Conduct on requirements for relating with employers for improvement of public secondary schools. This affirmed the finding of Ikediugwu and Agbaizu (2023) which indicated that teachers do not comply to the TRCN Code of Conduct with respect to their duties to employers in public secondary schools. The agreement in findings could be attributed to the fact that the two studies were conducted in the same country using principals and teachers as the participants. This shows that teachers do not comply to the TRCN Code of Conduct on the requirement for relating with employers for improvement of public secondary schools by seeking to perform only tasks that are within their professional competencies, rendering their services only in accordance with the terms of the contract and respecting the agreement entered into between their union and the employers. Teachers do not comply to the TRCN Code of Conduct on requirements for relating with employers for improvement of public secondary schools, probably due to the unfair reward system by the government. It was also found that there is no significant difference in the mean ratings of principals and teachers on teacher compliance with the TRCN Code of Conduct on the requirement for relating with employers for improvement of public secondary schools. This is in consonance with the finding of Ikediugwu and Agbaizu (2023), which revealed that there is no significant difference in the mean ratings of principals and teachers on how teachers comply to the TRCN Code of Conduct with respect to their duties to employers in secondary schools.

The result of the study revealed that teachers comply to the TRCN Code of Conduct on requirements for relating with parents and guardians for improvement of public secondary schools. Agbaizu and Ikediugwu (2021) revealed that teachers comply to the TRCN code of conduct with respect to their duties to parents and guardians in secondary schools. This indicated that teachers comply to TRCN code of Conduct on requirement for relating with parents and guardians for improvement of public secondary schools by disseminating information concerning learning

activities of children/wards to their parents/guardians, according utmost respect to parents/guardians, seeking assistance from parents in helping their children learn, collaborating with parents/guardians to solve problems in Parents-teachers Association (PTA) meetings, respecting the confidence of parents/guardians who bring their personal matters and offering maximum cooperation to parents in handling issues concerning their children. Teachers comply to the TRCN Code of Conduct on requirements for relating with parents and guardians to effectively communicate the unique needs and interests of students which ensures that they get the best education in public secondary schools. It was also found that there is no significant difference in the mean ratings of principals and teachers on teacher compliance with the TRCN Code of Conduct on the requirement for relating with parents and guardians for improvement of public secondary schools. This is supported by the finding of Agbaizu and Ikediugwu (2021), which showed that there was no significant difference in the mean ratings of principals and teachers on how teachers comply to the TRCN code of conduct with respect to their duties to parents and guardians in secondary schools in Anambra State. Teachers comply with the TRCN Code of Conduct regarding requirements for interacting with parents and guardians, which aims to facilitate both parties in addressing the learning difficulties of learners and improving public secondary schools.

5. Conclusion

Based on the findings, it was concluded that teachers generally comply with most of the requirements outlined in the Teachers' Registration Council of Nigeria Code of Conduct for the improvement of public secondary schools in Cross River State, Nigeria. Teachers have demonstrated desirable professionalism in their interactions with learners, colleagues and parents/guardians, contributing to the improvement of public secondary schools. However, teachers have not fulfilled their contractual obligations with their employers. Teachers exhibit ethical behaviour in carrying out their professional duties, which can contribute to the improvement of public secondary schools in Cross River State, Nigeria.

6. Recommendations

Based on the findings, the following recommendations were made:

1. The Teachers' Registration Council of Nigeria should prioritize issues concerning examination malpractices, corporal punishment, and the receipt of gifts from students in their induction programmes for teachers.
2. Principals should organize periodic interactive sessions among teachers to continually strengthen their relationship and create a supportive work environment that leads to school improvement.
3. The Ministry of Education should utilize mass media to conduct periodic sensitization sessions for teachers on their compliance with their duties to employers.
4. Principals should create multiple platforms, such as WhatsApp, Newsletters, Email, and a Website, to promote interaction between teachers and parents for school improvement.

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