



## **Education law and management of teachers' professional ethics in secondary schools in Abia state, Nigeria**

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### **Abstract**

This study examined education law and management of teachers' professional ethics in secondary schools in Abia State, Nigeria. Two research questions and one null hypothesis guided the study. The study adopted analytical survey research design. The population comprised all the 222 principals and 118 supervisors in the 222 public secondary schools in Abia State. A sample of 238 respondents (155 principals and 83 supervisors), which represents 70% was drawn using both proportionate stratified random sampling and simple random sampling techniques. The instrument that was used for data collection was a self-designed 15-item questionnaire entitled: "Education Law and Teachers' Professional Ethics Questionnaire (ELTPEQ)." The questionnaire was structured after the four-point modified Likert rating scale of Strongly Agree = 4, Agree = 3, Disagree = 2 and Strongly Disagree = 1, and it was duly validated by three experts in Test and Measurement. The reliability of the instrument was tested using the Cronbach's Alpha method to establish the internal consistency of the questionnaire items, and the coefficient of 0.81 and 0.68 were obtained for the two clusters respectively. The data collected for the study were analysed using mean and standard deviation while z-test was used to test the null hypothesis at 0.05 level of significance. The findings of the study revealed, among others, that both principals and supervisors manage teachers' professional ethics according to the guidelines of education laws, codes of conducts, work ethics, among other relevant laws, in secondary schools in Abia State. Based on the findings, the researchers recommended among others, that school managers should endeavour to organise training on teachers' professional ethics every academic session in order to expose teachers to their legal and moral rights to their employers, students, colleagues, as well as the teaching profession.

**Keywords:** education law, management, professional ethics and code of conduct

### **Introduction**

For every institution to achieve organisational effectiveness, it must have laid down rules and regulations that the staff-personnel must adhere to. Without rules and regulations in organisations, there will be anomaly, which will have negative impacts on the customers or clients. In Nigeria, the school organisation, like every other organisation or institution, has rules that are set in forms of education laws, statutes, policies, teachers' ethics, service manual, professional code of conduct, and other relevant laws that guide its governance and regulate the behaviour of the teachers. Obi (2004) <sup>[11]</sup> posits that if there is no rule in the school system, teachers will not know their legal and moral rights to their employers, colleagues and students. This is why Ndu (1997) <sup>[9]</sup> asserts that laws, rules and regulations are very necessary in the education system because they equip individuals with the knowledge of their rights and obligations and also provide a check to possible arbitrary behaviour of leaders. Law is any rule of civil conduct that upholds what is right and prohibits what is wrong. Igwe and Obasi (2005) <sup>[4]</sup> define education law as rules of conduct created by the government to maintain harmony, stability and justice within the school system. Apart from education laws, there are other carefully laid down guidelines for the staff on code of conduct or ethics that form the basis for operations in the education system. This implies that teachers' behaviour must conform to recognized principles, standards of conduct

and work ethics that have been laid down by Ministry of Education, National Teachers' Institute (NTI), Nigerian Union of Teachers (NUT), Teachers Registration Council of Nigeria (TRCN), and other recognised bodies in the education system. In Nigeria, teaching is regarded as a demanding profession that requires effective inter-personal relationship because of the peculiar nature of its clientele – students, parents and community. This, therefore, calls for ethical standards that will regulate teachers' behaviour while dealing with the clients. Ethics are seen as the Mosaic Decalogue (Ten Commandments), which stipulate "dos and don'ts" for personnel in organisations. According to Ocho (1997) <sup>[9]</sup>, ethics is the study of science of morality, and morality has to do with acceptable and unacceptable behaviour. Thus, since teachers are the catalysts of the education system, there should be laid down rules and regulations that must guide their conduct. The Federal Republic of Nigeria (2014) lends credence to this in the National Policy on Education when she asserts that the management of school system should grow out of the life and social ethos (customs) of the community which they serve. Hence, school managers in secondary schools are obliged to propagate ethical values to the teaching staff because they transmit the cultural heritage to students, whom the society expects to have desirable behaviour. However, professional ethics can be defined as standards which are set up by a profession in order to regulate members' professional

behaviour and also check any excesses that may occur in their professional activities (Kizza, 2007) <sup>[7]</sup>. Asodike and Ejiogu (2014) <sup>[1]</sup> also view professional ethics as the expectations of a profession from its members to satisfy the needs and aspirations of the society. In other words, teachers' professional ethics can be viewed as acceptable rules of conduct that are expected from teachers in the school system.

In the Nigerian public secondary education system, particularly in Abia State, teachers have ethical obligations of dealing with students, principals, colleagues, parents, government, community and even their profession. This is why the Nigerian Union of Teachers deemed it necessary to formulate professional code of ethics for them in order to regulate their behaviour. In the same vein, Teachers Registration Council of Nigeria has a handbook on Teachers' Code of Conduct, which is mandatory for every Nigerian teacher to have, read and digest. However, Nwagwu (in Obi, 2004) <sup>[11]</sup> observes that most teachers do not have a copy of the Teachers' Service Manual which contains their rights, duties, obligations and responsibilities under the law, and a few who have it still remain ignorant of the content. Hence, the issue of teachers' professional ethics has been an on-going debate among education stakeholders. It should also be noted that ignorance is no excuse before the law. Peretomode (1992) <sup>[13]</sup> emphasises that it is necessary to make teachers aware of the rules and regulations governing their employment and the school system which they work so as to make them aware of the legal implications of their actions. Thus, school managers are expected to adhere to the work ethics and operate within the ambit of education laws, teachers' code of ethics, among other relevant laws, in dealing with teachers.

It should be recalled that Abia State was carved out of Imo State in 1991. Before then, some edicts (laws) were promulgated concerning teachers' work ethics in schools. For instance, Imo State Education Edict, in Number 10, Section 25 of 1988 (in Obi, 2004) <sup>[11]</sup>, classifies the following as teachers' professional ethics: dealing justly and impartially with pupils and students, regardless of their physical, mental, emotional, economic, social, racial or religious characteristics; dedication to duty; refraining from indecent acts with students; integrity; loyalty to authorities; good conduct in examinations; respecting the values, norms and traditions of the community; accuracy in record keeping, among others. Similarly, the Nigerian Union of Teachers (in Obi, 2004) <sup>[11]</sup> has a set of code of ethics for teachers, and they are as follows: every teacher must be committed to the students and must avoid all defamatory comments upon a student or his home; all teachers are expected to respect parents and provide them with information that will serve the interest of their children, and to make careful and wise use of information received by them; every teacher in fulfilling his obligation to the community, shall adhere to a responsible pattern of behaviour accepted by the community for professional persons; in fulfilling the teaching obligation, the teacher shall be committed to his employer by adhering to the conditions of a contract or terms of appointment until either it has been terminated formally or legally. Finally, in fulfilling his obligation to his profession, the teacher shall deal justly with other members in the profession in the same manner as he himself wishes to be treated.

The Teachers Registration Council of Nigeria (2012) succinctly stipulates that all teachers in Nigeria must maintain professional standards of practice and conduct that are universally acceptable, and also meet the demands of TRCN regarding ethics and quality of professional practice. These professional conducts of teachers include: compliance to relevant laws; respect for both senior and junior colleagues; loyalty with one another; punctuality to school and classes; record keeping; professional development; teamwork with colleagues; integrity in all dealings; refraining from plagiarism; respect for learners' rights and dignity; non-involvement in examination malpractice; maintenance of cordial relationship with parents; professional independence; obligation to union agreement; active participation in the development of both their immediate and wider communities; obedience to law; cultivation of personal habit that are capable of portraying the profession to be of very high standards, among others. Porter (2004) <sup>[4]</sup>; Henderson (2008) <sup>[32]</sup> also point out some work ethics that employees are expected to exhibit in an organisation in order to maintain a smooth working environment. These include: being punctual to work; taking initiative; working diligently; being responsible, being honest and loyal; cooperating with colleagues; working assiduously to achieve productivity; having a good interpersonal skill and remaining at the workplace until closing hour. Similarly, Igwe (2015) <sup>[4]</sup> asserts that teachers must respect students' right to dignity in their dealings with them. In order to adhere to these rules, Iroegbu and Adeleke (2017) <sup>[6]</sup> posit that teachers should be exposed to ethics training periodically. Thus, teachers ought to be aware of the professional ethics because they cannot achieve the educational goals without internalising the laws, rules and regulations that control and govern their actions.

Management in education entails effective planning and coordination of the teaching staff, and working through them to ensure that the available material resources are efficiently utilised for the achievement of the educational goals. In fact, the success of any system of education is hinged on proper planning, efficient administration and adequate financing (FRN, 2014). In Nigeria, management of secondary education is under the concurrent list. This empowers the States to manage secondary schools through Schools Management Board. It is pertinent to note that supervisors and principals are the tools the Schools Management Board use for managing teachers in Abia State. Zwalchir and Buenyen (2009) <sup>[16]</sup> posit that staff-personnel management in school is very important because they pull other resources together for the school system to realise its objectives. Thus, school managers must manage their schools with adequate knowledge and skills of managerial ethics. Ocho (1997) <sup>[9]</sup>; Manga (2015) <sup>[8]</sup> warn that without adherence to ethical principles, there cannot be an effective and efficient educational administration. In order to effectively manage schools, TRCN (2012) <sup>[11]</sup> specifies the behavioural or ethical expectations of the school managers towards their subordinates as: leading by examples; exhibiting charisma, foresight, justice, empathy, self-respect, selflessness, honesty, consistency, moral-uprightness, among others in their services. Hence, possession of these personal attributes will minimise litigations among teachers, principals and supervisors.

Furthermore, in managing teachers' professional misconduct, the Teachers' Service Manual (in Ndu, 1997) <sup>[9]</sup> categorically states that punishment can be meted out by school managers to teachers in form of query, caution, suspension, demotion, oral and written warnings. It also lists the actions which may warrant suspension or dismissal of a teacher as: constantly being absent from duty without permission and frequent lateness to school after three written warnings. The Imo State Education Law (in Obi, 2004) <sup>[11]</sup> also lists acts of teachers' professional misconduct as: immorality with a school pupil; dishonest conduct in relation to an examination; falsification of school records or statistics; engaging in any commercial or trading activity during school hours; proven act of insubordination to immediate boss and consistent dereliction of duty, among others. However, TRCN (2012) <sup>[11]</sup>, advocates for Teachers' Disciplinary Committee to be set up in all schools. The Council emphasises that a teacher shall be guilty of professional misconduct after an investigation has been carried out by the Disciplinary Committee. To this end, Obi (2004) <sup>[11]</sup> posits that every teacher must possess the Manual because it is what actually guides him or her in carrying out the teaching task ethically and efficiently. Manga (2015) <sup>[8]</sup> points out the need for school managers to adopt best practices of managerial ethics in taking disciplinary actions against any teacher. The scholar further suggests that principals should write monthly reports on the level of teachers' job commitment, before government pays their salaries. These managerial tactics notwithstanding, school managers must use their discretions and embrace new and better ways of managing unethical behaviours among teachers.

### Statement of the problem

Of all the resources that are managed in education, the human resource appears to be the most difficult. This is because the human-inputs have different family backgrounds, beliefs, values and orientations. This notwithstanding, every profession is expected to have work ethics that guide the actions of the workforce. In the Nigerian secondary education system, education laws, professional ethics and code of conduct are laid down for both principals and teachers to comply with. The ethics also spell out what their employers, the government, should do in terms of motivation and enforcement of the ethics or code of conduct. However, recent happenings in the country have proven that many teachers seem not to be living up to their professional standards of ethics. In Abia State for instance, teachers have developed lackadaisical attitude towards their teaching job due to lack of payment of salaries and allowances by their employer – the government. Many of them absent themselves from school duties, and some come late to school and leave any time they like. These teachers' professional misconduct obviously has negative implications to students and the society at large.

The professional misconduct of teachers could result in student indiscipline, poor academic performance, moral decadence, conflict, anarchy, withdrawal of students, drop-outs, bad tone of the schools, inaccurate record keeping, irresponsibility, among others. It is pertinent to note that students see their teachers as role models; if this situation is not redressed urgently, it may promote immorality and lawlessness which may eventually paralyze the teaching

profession. How can these unethical behaviours be managed? The researchers are therefore, bothered about this phenomenon because no nation can boast about any development if the teachers who work towards the production of valuable human skills for national development exhibit professional misconduct. Hence, the problem of this study is triggered by these anomalies in the Abia State secondary education system.

### Aim and objectives of the study

The aim of this study was to examine education law and management of teachers' professional ethics in secondary schools in Abia State, Nigeria. Specifically, the study sought to:

1. Find out what the education laws stipulate for teachers' professional ethics in secondary schools in Abia State;
2. Ascertain how Schools Management Board manage teachers' professional ethics in secondary schools in Abia State.

### Research questions

The following questions were posed to guide the study:

1. What are the education laws that are stipulated for teachers' professional ethics in secondary schools in Abia State?
2. How does Schools Management Board manage teachers' professional ethics in secondary schools in Abia State?

### Hypothesis

The following null hypothesis was formulated at 0.05 alpha level:

**H<sub>01</sub>:** There is no significant difference between the mean ratings of principals and supervisors on ways Schools Management Board manage teachers' professional ethics in secondary schools in Abia State.

### Methodology

This study adopted analytical survey research design. The population comprised all the 304 principals and supervisors (222 principals and 118 supervisors) in the 222 public secondary schools in Abia State. A sample of 238 respondents (155 principals and 83 supervisors), which represents 70% was drawn using both proportionate stratified random sampling and simple random sampling techniques. The instrument that was used for data collection was a self-designed 15-item questionnaire entitled: "Education Law and Teachers' Professional Ethics Questionnaire (ELTPEQ)." The questionnaire was structured after the four-point modified Likert rating scale of Strongly Agree = 4, Agree = 3, Disagree = 2 and Strongly Disagree = 1, and it was duly validated by three experts in Test and Measurement. The reliability of the instrument was tested using the Cronbach's Alpha method to establish the internal consistency of the questionnaire items, and the coefficient of 0.81 and 0.68 were obtained for the two clusters respectively. The research questions were answered using mean and standard deviation while z-test was used to test the null hypothesis at 0.05 level of significance.

### Results

**Research Question One:** What are the education laws that

are stipulated for teachers’ professional ethics in secondary schools in Abia State?

**Table 1:** Mean Scores and Standard Deviations of the Opinions of Principals and Supervisors on the Education Laws Stipulated for Teachers’ Professional Ethics in Secondary Schools in Abia State

| S/N | Education Laws that are Stipulated for Teachers’ Professional Ethics Include:                                    | Principals |      | Supervisors |      | Mean Set | Decision |
|-----|--|------------|------|-------------|------|----------|----------|
|     |  | $\bar{X}$  | SD   | $\bar{X}$   | SD   |          |          |
| 1.  | Every teacher must have a copy of the Service Manual that guides his or her behaviour in the school system.      | 3.13       | 0.55 | 3.15        | 0.75 | 3.14     | Agreed   |
| 2.  | Teachers have ethical obligations of dealing with students with integrity.                                       | 2.89       | 0.57 | 2.92        | 0.78 | 2.91     | Agreed   |
| 3.  | They are expected to respect the values of the community they are employed to serve.                             | 2.94       | 0.56 | 2.87        | 0.79 | 2.91     | Agreed   |
| 4.  | They are expected to respect students’ right to dignity while instilling discipline in them.                     | 2.76       | 0.58 | 2.85        | 0.79 | 2.81     | Agreed   |
| 5.  | They are obligated to be punctual to school activities.  | 3.04       | 0.56 | 3.09        | 0.76 | 3.07     | Agreed   |
| 6.  | They are mandated to keep accurate records of the students at any point in time.                                 | 3.01       | 0.56 | 3.05        | 0.77 | 3.03     | Agreed   |
| 7.  | They are expected to work in synergy with the principals in attaining the educational goals.                     | 3.09       | 0.56 | 3.12        | 0.76 | 3.11     | Agreed   |
| 8.  | Teachers, as role models, are obligated to act responsibly so as to produce functional citizens for the society. | 3.05       | 0.56 | 3.06        | 0.77 | 3.06     | Agreed   |
|     | Aggregate Mean/Standard Deviation  | 2.99       | 0.56 | 3.01        | 0.77 | 3.00     |          |

Data in Table 1 show the mean scores and standard deviations of the opinions of principals and supervisors on the education laws that are stipulated for teachers’ professional ethics in secondary schools in Abia State. Both the principals and supervisors agreed on all the items with mean scores greater than the criterion mean of 2.50. The aggregate mean scores of 2.99 and 3.01 for principals and supervisors respectively indicated that they are aware of what education law stipulates on teachers’ professional ethics. These include: every teacher must have a copy of the Service Manual that guides his or her behaviour in the school system; teachers have ethical obligations of dealing with students with integrity; they are expected to respect the values of the community they are

employed to serve; they are expected to respect students’ right to dignity while instilling discipline in them; they are obligated to be punctual to school activities; they are mandated to keep accurate records of the students at any point in time; they are expected to work in synergy with the principals in attaining the educational goals; teachers, as role models, are obligated to act responsibly so as to produce functional citizens for the society.

**Research Question Two:** How does Schools Management Board manage teachers’ professional ethics in secondary schools in Abia State?

**Table 2:** Mean Scores and Standard Deviations of the Opinions of Principals and Supervisors on Ways Schools Management Board Manage Teachers’ Professional Ethics in Secondary Schools in Abia State

| S/N | Ways Schools Management Board Manage Teachers’ Professional Ethics Include:   | Principals |      | Supervisors |      | Mean Set | Decision  |
|-----|---|------------|------|-------------|------|----------|-----------|
|     |   | $\bar{X}$  | SD   | $\bar{X}$   | SD   |          |           |
| 9.  | Teachers are encouraged to be conversant with relevant laws in education, Service Manual, Code of Conduct, etc, that regulate their behaviour.                              | 3.12       | 0.55 | 3.15        | 0.76 | 3.14     | Agreed    |
| 10. | They are constantly supervised to ensure they teach students conscientiously with diligence.  | 2.88       | 0.57 | 2.91        | 0.78 | 2.90     | Agreed    |
| 11. | Teachers’ school records like registers, attendance book, lesson notes, diaries, etc, are checked regularly.  | 2.93       | 0.56 | 2.82        | 0.79 | 2.88     | Agreed    |
| 12. | Ethics training programmes are conducted periodically in every school.  | 2.26       | 0.62 | 2.17        | 0.86 | 2.22     | Disagreed |
| 13. | There is a Disciplinary Committee that is set up in every school that investigates into any professional misconduct before a punishment is meted out to defaulted teachers. | 2.75       | 0.58 | 2.64        | 0.81 | 2.70     | Agreed    |
| 14. | Powers are vested on principals to suspend teachers who got involved in indecent dealings with students.  | 2.69       | 0.59 | 2.72        | 0.80 | 2.71     | Agreed    |
| 15. | Before teachers’ salaries are paid, principals write monthly reports on the level of their job commitment, which the government considers.                                  | 1.77       | 0.66 | 1.83        | 0.90 | 1.80     | Disagreed |
|     | Aggregate Mean/Standard Deviation   | 2.63       | 0.59 | 2.61        | 0.82 | 2.62     |           |

Table 2 displays the mean scores and standard deviations of the opinions of principals and supervisors on ways Schools Management Board manage teachers’ professional ethics in secondary schools in Abia State. Both the principals and supervisors agreed on items: 9, 10, 11, 13 and 14 in the Table with mean scores greater than the criterion mean of 2.50. However, they disagreed on items 12 and 15 which are less than the criterion mean of 2.50. The aggregate mean scores of

2.63 and 2.61 for principals and supervisors respectively, indicated that they agreed to the items in the Table as ways Schools Management Board manage teachers’ professional ethics among teachers in secondary schools in Abia State. These include: encouraging teachers to be conversant with relevant laws in education, Service Manual, Code of Conduct, etc, that regulate their behaviour; constant supervision to ensure teachers teach students conscientiously with diligence;

checking teachers’ school records like registers, attendance book, lesson notes, diaries, etc, regularly; setting up Disciplinary Committee in every school which investigates into any professional misconduct before a punishment is meted out to defaulted teachers; having the power to suspend any teacher who got involved in indecent dealings with

students.

**Test of Hypothesis**

**H<sub>01</sub>** There is no significant difference between the mean ratings of principals and supervisors on ways Schools Management Board manage teachers’ professional ethics in secondary schools in Abia State.

**Table 3:** Z-test of Difference between Principals and Supervisors on Ways Schools Management Board Manage Teachers’ Professional Ethics in Secondary Schools in Abia State

| Status      | N   | $\bar{X}$ | SD   | Df  | z-cal | Critical Value | Remark          | Decision         |
|-------------|-----|-----------|------|-----|-------|----------------|-----------------|------------------|
| Principals  | 155 | 2.63      | 0.59 | 236 | 0.20  | 1.96           | Not significant | Failed to reject |
| Supervisors | 83  | 2.61      | 0.82 |     |       |                |                 |                  |

P < 0.05

Table 3 reveals the z-test analysis of the difference between the mean ratings of the opinions of principals and supervisors on ways Schools Management Board manage teachers’ professional ethics in secondary schools in Abia State. The result shows that z-calculated value of 0.20 is less than the critical value of 1.96; therefore, the null hypothesis failed to reject it at 0.05 alpha level. Thus, there is no significant difference between the mean ratings of principals and supervisors on ways Schools Management Board manage teachers’ professional ethics in secondary schools in Abia State.

**Discussion of Findings**

The finding of this study revealed the education laws that are stipulated for teachers’ professional ethics in secondary schools in Abia State. These include: every teacher must have a copy of the Service Manual that guides his or her behaviour in the school system; teachers have ethical obligations of dealing with students with integrity; they are expected to respect the values of the community they are employed to serve; they are expected to respect students’ right to dignity while instilling discipline in them; they are obligated to be punctual to school activities; they are mandated to keep accurate records of the students at any point in time; they are expected to work in synergy with the principals in attaining the educational goals; teachers, as role models, are obligated to act responsibly so as to produce functional citizens for the society. The finding is in agreement to TRCN (2012) [15]; Imo State Laws (in Obi, 2004) [11]; NUT, which expect teachers to comply with relevant education laws. It is also in line with Igwe (2015) [4], who maintains that schools exist because of students; therefore, teachers must respect their right to dignity. Hence, this implies that both principals and supervisors are aware of the stipulated laws that regulate teachers’ behaviour in Abia State.

Another finding of this study showed various ways Schools Management Board manage teachers’ professional ethics in secondary schools in Abia State. These include: encouraging teachers to be conversant with relevant laws in education, Service Manual, Code of Conduct, etc, that regulate their behaviour; constant supervision to ensure teachers teach students conscientiously with diligence; checking teachers’ school records like registers, attendance book, lesson notes, diaries, etc, regularly; setting up Disciplinary Committee in every school which investigates into any professional misconduct before a punishment is meted out to defaulted

teachers; having the power to suspend any teacher who got involved in indecent dealings with students. The finding is in consonance with TRCN (2012) [15], which advocates for Teachers’ Disciplinary Committee to be set up in all schools. The finding also agrees with Obi (2004) [11], who posits that every teacher must possess the Manual because it is what actually guides him or her in carrying out the teaching task ethically and efficiently. Peretomode (1992) [13] corroborates it is necessary to make teachers aware of the rules and regulations governing their employment and the school system which they work so as to make them aware of the legal implications of their actions.

Conversely, it was discovered that training on Ethics are not conducted for teachers periodically in the schools. This is contrary to the study that was conducted on awareness of code of ethics for Nigeria teachers by Iroegbu and Adeleke (2017) [6]. The finding also disagrees with Manga (2015) [8], who posits that before teachers’ salaries are paid, principals should write monthly reports on the level of their job commitment, which the government must look into. Furthermore, the test of the null hypothesis reveals that there is no significant difference between the mean ratings of principals and supervisors on ways Schools Management Board manage teachers’ professional ethics in secondary schools in Abia State. The result shows that the z-calculated value of 0.20 is less than the critical value of 1.96; therefore, the null hypothesis failed to reject it at 0.05 alpha level. Thus, both principals and supervisors accepted that they adhere to the standard managerial ethics in discharging their managerial duties.

**Conclusion**

From the findings of this study, it can be inferred that both principals and supervisors manage teachers’ professional ethics according to the guidelines of education laws, codes of conducts, work ethics, among other relevant laws, in secondary schools in Abia State. For any leader to implement any law, such a leader must be aware of that law and also have the knowledge of that law, which he must refer to as a framework that guides his actions on daily basis. It should also be noted that one of the hallmarks of any profession is the commitment of its members to the code of ethics which spells out professional values and responsibilities. Hence, the Teaching Service Manual equips teachers including school managers on their professional expectations from the society.

## Recommendations

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

1. Teachers should be encouraged to read and internalise the contents of their Service Manual so as to enable them to know their legal and moral rights to their employers, colleagues and students.
2. School managers should endeavour to organise training on teachers' professional ethics every academic session in their schools to equip teachers on the "dos and don'ts" of the teaching profession.

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