

**Teaching and Learning in the Humanities
and Social Sciences:
Perspectives of Competence**

**Teaching and Learning in the
Humanities and Social Sciences:
Perspectives of Competence**

Edited by

**A. F. Odunuga
J. S. Ojewumi**

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ebonykreations1@gmail.com

Foreword

I feel privileged to be requested to write the foreword to this book entitled: *Teaching and Learning in the Humanities and Social Sciences: Perspectives of Competence*, a publication put together by the School of Arts and Social Sciences, Adeyemi Federal University of Education, Ondo, Nigeria. The contributors to this book are seasoned scholars in their various fields with solid academic standing. Each of them has unveiled the most salient points in the emerging issues in multi-dimensional pedagogical perspective.

The three-module book, has been broken down into units, which no doubt provides a clear discussion of each of the topics. Of great interest are the first five units of the first module which engaged critical areas of teaching profession. The second module centres on lesson planning and methodology of teaching courses in Arts and Social sciences. Module three focuses on instructional materials for teaching and learning. This ranges from improvisation to utilisation of materials that could be gainfully used in the teaching of courses in Economics, Theatre Arts, History, Geography and Political science in Nigeria school system.

I wish to commend and congratulate the Dean and her team for coming up with this noble idea and nurturing it to fruition. The quality, readability and language used to convey ideas in this book will appeal to students, educational practitioners and general readers.

I therefore, strongly recommend the book as a special and general text for students at all levels as well as practising teachers in tertiary educational institutions.

Professor Olufemi A. Ojebiyi
Faculty of Education
University of The Gambia
The Gambia.

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List of Contributors

MODULE 1: ETHICS OF TEACHING PROFESSION AND TEACHERS' COMPETENCE

1. Adebowale Babajide TUGBIYELE & Gloria Nnena JOHN
Department of Social Studies
Adeyemi Federal University of Education, Ondo
2. Ifedolapo OLANIPEKUN Ph.D
Department of Economics
Adeyemi Federal University of Education, Ondo
3. Tosin A. OMOLADE Ph.D
Department of Geography
Adeyemi Federal University of Education, Ondo
4. Adeola Funmilayo ODUNUGA PhD
Department of Music
Adeyemi Federal University of Education, Ondo
5. Ismail K. ODENIYI
Department of Islamic Studies
Adeyemi Federal University of Education, Ondo

MODULE 2: LESSON PLANNING AND METHODOLOGY OF TEACHING

1. Gabriel Kehinde OJETAYO Ph.D
Department of Religious Studies
Adeyemi Federal University of Education, Ondo
2. Oluwaseunfunmi Mercy OLALEYE &
Abiodun Ade OGUNBOYE
Department of Geography
Adeyemi Federal University of Education, Ondo

3. Adeolu ABE Ph.D.
*Department of Theatre and Creative Arts
Adeyemi Federal University of Education, Ondo*
& Paulina Omagu ADEOLU-ABE Ph.D.
*Department of Music
Federal College of Education, Abeokuta*
4. Christian ONYEJI Ph.D
*Professor of Music Composition
Department of Music
University of Nigeria
Nsukka, Enugu State*
5. Ebenezer Oluwatoyin AYEYEMI
*Department of Music
Adeyemi Federal University of Education, Ondo*

MODULE 3: UTILIZATION OF INSTRUCTIONAL MATERIALS

1. Johnson Sunday OJEWUMI Ph.D. & Akinwumi SHARIMAKIN Ph.D
*Department of Economics,
Adeyemi Federal University of Education, Ondo.*
2. Charles A. OGAZIE Ph.D, Babajide D. AROGUNMASA & B. IMASAGBOR
*Department of Theatre and Creative Arts
Adeyemi Federal University of Education, Ondo*
3. R. O. ADU-PETERS Ph.D & F. E. BABATUNDE
*Department of History
Adeyemi Federal University of Education, Ondo*
4. A. O. ADEWOLU
*Department of Geography
Adeyemi Federal University of Education, Ondo*

5. Gbenga OLOTU & Oludare O. MOSUNMOLA
Department of Political Science
Adeyemi Federal University of Education, Ondo.

MODULE 1

**ETHICS OF TEACHING
PROFESSION**

UNIT 1

Teaching Profession in Nigeria and its Professional Codes of Ethics

Adebowale Babajide TUGBIYELE & Gloria Nnena JOHN

Introduction

Teaching is a universal and ubiquitous activity involving transmission of skills, values and knowledge to learners from one generation to another. Its importance to humans, society and nations has made it to be regarded as a noble and mother of all professions. It is regarded as a noble profession because it entails so much responsibility and duty towards learners, including knowledge transfer, inspiring, motivating, building confidence, and guiding learners toward the proper pathway of life. As a mother of all professions, teaching moulds and equips people to function appropriately in their chosen career. Teaching is the means and the primary pillar upon which people are prepared and equipped to function meaningfully and usefully as an agent of production and service delivery in the society. It contributes significantly to national development and its pervasiveness to all human activities has made some to feel it is an all-comer affair that can be done by anyone. Advocates of this view believe that everyone is a teacher and everywhere is school and it is a task done every day. This perspective believes that every human being in his or her right mind learn through experiences and gets insight from any action. Apart from self-education, people first learn from parents and later from peers informally. The Indonesia 2013 Curriculum (K -13) succinctly states that anyone is a teacher, anyone is a student, and anywhere is a class.

Learning can be from a variety of sources: not only from teachers, but from people in the society, from friends, from books,

and from the internet. Learning does not have to be in the classroom: it can also be in the fields, in the garden, in the courtyard, and so on (Tanotofoundation, 2020). However, teaching in a formal setting of a school system and in the present world negates the idea of being an all-comer affairs but it is a profession like that of medicine, law, engineering, nursing and the likes. According to the findings of a research conducted by the Chartered Accountants of Australia and New Zealand (CA ANZ), the code of ethics is the most important and defining characteristics of any profession (Colquhoun, 2020). It is therefore, the intention of this work to interrogate the role of teaching as a profession and its code of ethics in order to emphasize its role in educational planning and development, since no educational system may rise above the quality of its teachers (FRN, 2013). The philosophical and psychologist perspectives both explain the state of a child at birth. The philosophical approach affirms that at birth the child's mind is a tabula rasa (clean state) but acquires knowledge as the outside world is impressed upon it (Bardzell, 2014). The psychologists or neurobiologists perspective believes that initially the entire cerebral cortex is programmed and organized to process sensory input, control motor actions, regulate emotions and respond reflexively (Rakic, 1988). Thus, the teacher plays a massive role in transforming a child into a social being or personality by imparting knowledge and stimulating learning through sensory stimulations.

The role of the teacher primarily is to help students learn by imparting knowledge to them and by setting up a situation in which students can and will learn effectively (Havighurst, 2022). The teacher especially at the elementary level introduces the child to reading, writing and arithmetic and equally helps in curriculum planning, implementation and evaluation and serves as a surrogate parent (*loco parentis*). Mustapha (2019), declared that a teacher is a professional with three levels of knowledge of what to teach, how to teach and who to teach. The knowledge of what to teach refers to the knowledge of the subject matter; how to teach refers to methods, techniques and strategies of teaching a subject and who to teach requires the knowledge of the learners, based on their levels, age

and maturity. The teacher's role in education extends beyond the classroom. It includes role modeling (character building), guidance, counseling and mentoring students, encouraging and motivating learning, in the bid to ensure that learners achieve a better tomorrow as they acquire the competencies necessary for self-reliance.

Concept of Professionalism

The Australian Council of Professions (2003), defined profession as a disciplined group of individuals who adhere to ethical standards and who hold themselves out as, and are accepted by the public as possessing special knowledge and skills in a widely recognized body of learning derived from research, education and training at a high level, and who are prepared to apply this knowledge and exercise these skills in the interest of others. It further identified that for an occupational group to be regarded as professional, members must at least have the mastery of a body of knowledge, be autonomous in decision making by setting and regulating admission standards and standards of practice; accredits educational institutions and must have disciplinary procedures and power to expel members. A profession must also have a code of ethics and must be seen to fulfill some useful and important social functions. Teachers' Registration Council of Nigeria (TRCN) avers that professionalism is the most primary and fundamental need of any vocation that wishes to deliver qualitative services to society and have its members well respected and remunerated.

Cheetham and Chivers (2005), identified the characteristics of a profession as 'a body that is self-regulatory and conferred with status within society. The members are learned with educational qualifications acquired through prolonged and specialized training and education and it is altruistic, that is orientated towards service rather than profit. Other characteristics are autonomy within the job role by having standards of practice and admission standards, sets up and administrate disciplinary procedures; accredits educational institution and members must adhere to code of ethics. The Auerbach School of Occupational Therapy (ASOT), Occupa-

tional Therapy Doctoral (OTD), and Programme Student Handbook highlight four components of professionalism as professional ethics: code of morality and a system of principles governing the appropriate conduct for a person or group; professional responsibility: display of morality and being accountable for actions, upholding the principles of the vocation and demonstrating high standards of quality and excellence in service delivery; professional behavior: action or reaction must appropriately reflect and conform to the standards of the profession; and professional competency: continuing commitment to learning and professional improvement to maintain the knowledge and skill for providing services in a safe and competent manner (ASOTOTD, 2022).

Concept of Professional Ethics

Ethics is a branch of philosophy and its application extend to all aspects of human life, and profession. Ethics according to Tugbiyele (2022), are moral principles that control or influence a person's behavior. As a principle, it obligates the performance of certain actions judged to be morally right and restrains the performance of actions that are judged to be wrong and amoral. Diffen (2020), views ethics as external standards that are provided by institutions, groups, or culture to which an individual belongs. This is reflected in ethical codes that members of professional groups like teachers, doctors, pharmacists, engineers, lawyers and others must follow irrespective of their feelings or preferences. Ethics are about establishing and sustaining right relationships between people and between social groups and it consider the consequences of people's wrong or unethical actions and interactions in the society. It attempts to encourage the practice of what is believed to be good and discourage acts and actions that are bad. The good acts are socially approved and are regarded as moral obligations, while the unethical are discouraged and sanctioned to prevent its practice and reoccurrence. The goal of ethics is to raise moral standards on an individual and societal level. This is accomplished by instilling in people the moral concepts and proper social norms that should

govern how people behave. As a result, ethics offer the benchmark that guarantees the what, how, and why of human conducts in accordance with moral laws.

The main purpose of ethics is to help guide human conduct and provide society with the principles and rules that guide conducts and behavior. Hence, there is the need for teachers, aspiring teachers, stakeholders and the general public to be fully abreast with the principles and rules of conduct that define, guide and ensure best practices in the teaching profession. Apart from contributing to existing knowledge, a consideration of teaching profession and its ethics is important because education affects the life of every human being and national development. Therefore, it is important that there should be sustained awareness on the role of ethics in establishing and encouraging the practice of what is believed to be good and discourage acts and actions that are bad in the relationship of teachers with students, parents, community, employer and the profession.

Teaching as a Profession

Teaching existed from the beginning of life and even at birth, the child is genetically programmed to see, hear, feel, taste, smell and hear. These provide inlets to knowing, understanding, remembering and conceptualization of ideas and facts about situations and circumstances that helps to define man as a malleable being. Through teaching, knowledge, skills and values are imparted to learners and in formal settings; teaching entails the implementation and evaluation of a curriculum. International Labour Organization (ILO)/United Nations Educational, Scientific and Cultural Organization (UNESCO) (2016), defined the teacher as persons in schools who are responsible for the education of pupils; and teaching as a profession or a form of public service which requires of teachers expert knowledge and specialized skills, acquired and maintained through rigorous and continuing study. In 1966, ILO and UNESCO recommended that a teacher must imbibe the sense of personal and corporate responsibility for the education and welfare of the pupils

in their charge. Mustapha (2019), regards teaching as a profession because it has most of the essential characteristics of a profession. These characteristics include professional competence, specialized knowledge, occupational knowledge and skills, experience through long advanced education and continuous in-service growth through participation in seminars and conferences. Teachers' Registration Council of Nigeria (2008), defined a professional teacher as one who is: trained on the job of teaching; passed all prescribed courses in education including teaching subjects; participated on supervised teaching practice; has other values and orientations prescribed by the National Policy of Education; is certificated at least with minimum qualification of National Certificate in Education and registered and licensed by TRCN, the regulatory agency.

In Nigeria, the journey to professionalism in teaching started with the establishment of teacher training institutions. According to Osokoya (2010), the first teacher training institution in Nigeria was established by the Church Missionary Society (CMS) at Abeokuta in 1859 but very few teachers especially in the colonial era had any certificate or any training as teachers. The teachers mostly were mission agents whose teaching duties in mission school required no educational qualification or attainment. Successive efforts by stakeholders such as the Nigerian Union of Teachers (NUT) established in July 1931 by the amalgamation of the first two teachers associations in Nigeria, namely, Lagos Union of Teachers (LUT), formed in 1925 and the Association of Headmasters of Ijebu Schools (AHIS) formed in 1926. NUT in its aims and objectives twice mentioned teaching as a profession and highlighted its desire to raise the status of the teaching profession through improved quality of education and conditions of service. Other aims and objectives are to promote and advance the course of education and the teaching profession throughout the Federation and also endeavor to secure the removal of difficulties, abuses, anomalies and obsolete regulations detrimental to progress (nutfctwing, 2022). Other notable landmarks that have engendered professionalism in teaching in the country include legislations and policy documents

such as the National Policy of Education and establishment of regulatory bodies and certification standards defining teaching as profession. Worthy of mention is the establishment of the Teachers' Registration Council of Nigeria (TRCN) by the TRCN Decree No.31 of 1993 (now TRCN Act CAP T3 Of 2004). TRCN major mandates are the regulation and control of the teaching profession at all levels of the Teaching Profession at all levels of the Nigerian Education system, both in the public and private sectors (TRCN, 2022).

Ethics of the Teaching Profession

In 1969, the Nigerian Union of Teachers (NUT) formulated professional code of ethics for Nigerian teaching profession (Peretomode, 2021). Other important documents on ethics of the teaching profession in Nigeria includes the Federal Ministry of Education (1987) code of conduct and guidelines for the teaching staff in the Nigeria Teachers Service Manual and the TRCN Teachers Code of Conduct (TCC). The NUT professional code of ethics for Nigerian teaching profession is arranged into the following principles:

a. Commitment to the student

Teachers have a duty to guide learners in acquiring the knowledge, skill and healthy attitudes necessary to live in harmony with other Nigerians and to become happy, useful and responsible citizens.

b. Commitment to parents

Together with parents, teachers are to guide students' behaviour towards socially acceptable ends.

c. Commitment to the community

Teachers are expected to follow a reasonable pattern of conduct that is acceptable to the community, understand that the school is a part of the community, and show respect for the community where they work.

d. Commitment to the employer

Members of the teaching profession should carry out their professional responsibilities through the appropriate channels and employer-employee relationship should be governed in accordance with mutual respect, understanding, and good faith.

e. Commitment to the profession

Teachers are to strive to give their best by making the profession attractive as a career and not to behave in a manner detrimental or injurious to the interest and honour of the profession.

The TRCN in its drive to build a veritable standard of education through dedicated, competent and dependable teaching force in Nigeria, and being influenced by the ILO/UNESCO 1984 document titled: “The Status of Teacher: An instrument for its improvement” issued its Teachers Code of Conduct (TCC), for teachers in Nigeria. The document states, the obligations of teachers, professional conduct, relationship with colleagues, roles of teachers as administrative/academic leaders, relationship with learners, relationship with parents and guardians, relationship with employers, relationship within the society among other things. Teachers by obligation are expected to achieve the highest professional standard, be professionally committed, efficient, dedicated and faithful in all professional undertakings and should periodically evaluate learners’ performance. Teachers should also submit themselves to summons and arbitration of Teachers Investigation Panel (TIP) and Teachers Disciplinary Committee (TDC) when the need arise. In the discharge of their professional duties teachers are to be guided and bound by the rules contained in the Teachers Code of Conduct (TCC) and other relevant laws. These include the United Nations Declarations on Human Rights, 1947, Corrupt Practices and other Related Offences Act, 2000 and the Child Rights Law, 2003. The Teachers Code of Conduct emphasizes teachers’ relationship with colleagues, learners, parents/guardians,

employer, society and the administrative/academic leader's roles of teachers (TRCN, 2013).

Teacher relationship with colleagues reiterates respect, symbiotic relationship, responsibilities with both senior and junior colleagues, loyalty, integrity, loyalty and settlement of disputes between colleagues internally. It also prohibits discrimination, defamation of colleagues, touting, canvassing and plagiarism of colleagues work. The TCC also states the roles of teachers as administrative or academic leaders. Teachers should inspire, motivate, promote democratic behavior and academic development by actively participating in research and development and should ensure all round development of learners. Teachers are to be objective and fair, and their personality should exhibit charisma, justice, empathy, honesty and moral uprightness.

On relationship with learners, the code of conduct states learners' right and dignity and protection against ideological influence. It also details teachers' responsibility for educational programmes by diagnosing, prescribing, implementing and evaluating educational programmes and instructions, and to discipline erring learners. Teachers are also to show empathy, confidentiality, be a role model and be fairly remunerated. Teachers are to avoid sexual misconduct and related abuse of office, corrupt practices and ideological indoctrination of learners. The code also enumerated the relationship of teachers with parents and guardians. This encourages teachers to give right information, engage in regular communication, show courtesy and respect to parents/guardians and must not be induced to show favors to some children/wards.

Relationship with employers obligates teachers to fulfill contractual obligations and not to enter into any contract that may undermine the exercise of their full professional competences and teachers should only perform task that are within their professional competences. The code of conduct also spells out teachers' relationship within society. This includes cultivation of personal habits that are capable of portraying the profession to be of high

standard by being embodiment of exemplary citizenship, integrity, tolerance and obeying the laws of the land.

Professional Misconducts in Teaching Profession

Professional misconduct refers to violation of rules or boundaries set by the governing body of a profession. It includes unethical or unprofessional behavior that falls short of the ethical standards, guides or codes of conduct, accepted by a particular profession (Bright, 2023). Teachers in Nigeria are required to follow and abide by the guidelines set forth in the Teachers Code of Conduct in order to prevent professional misconduct. Teachers would be deemed guilty of professional misconduct if the Teachers Disciplinary Committee (TDC) which is set-up by the Teachers Registration Council of Nigeria rules that they have contravened any or all of the rules in the Teachers Code of Conduct or other relevant laws, such as, the United Nations Declaration on Human Rights, 1947, Corrupt Practices and other Related Offences Act, 2000, and The Child Rights Laws, 2003 (TRCN, 2013).

The Teachers Code of Conduct stated that professional misconduct can be in the relationship with colleagues through defamation, touting, plagiarism; in relationship with learners through engaging in sexual misconduct, drug addiction, cultism, examination malpractice, corrupt practices, unethical behavior, carnal knowledge and indecent relationship with learner(s) and other related offences. Teachers should comply with laws and moral codes of the society and avoid indecent behaviours and social vices such as drunkenness, indecent dressing, and breach of public peace, dishonesty and fraud. Teachers are also liable for any acts or omissions that run contrary to professional standards or falls short of commonly held values, practices and norms (TRCN, 2013).

Challenges of Teaching Profession in Nigeria

Teaching profession in Nigeria despite its lofty goal of producing highly motivated, conscientious and efficient classroom teachers

for all educational system in the country is facing series of challenges hindering the satisfactory meeting of its goals and roles. Some of these challenges are:

Poor Incentives and Motivation

There are large population of poorly motivated and conscientious teachers at all levels of education in the country. According to Adelabu (2005), the Nigerian educational system appears to be staffed by teachers with poor morale and low levels of commitment to their work. He attributed factors affecting teachers' motivation and job satisfaction in Nigeria to schools being staffed by tired and frustrated teachers who are seriously over-worked and reward system in terms of pay packets and promotion not motivating.

Derogatory Societal Image of the Profession

Low esteem and social status of teachers is another factor that affects the profession in Nigeria. Osunde and Omoruyi (2005), succinctly remarked that teachers are not well financially remunerated and looked down because of delay in payment of salaries and allowances. This situation has resulted in the low esteem and status of the teachers and the teaching profession in the society. The poor self and societal image of the profession has also contributed to high attrition. Attrition refers to the process of leaving the teaching profession for other career endeavour (Borman and Dowling, 2008). Attrition leads to loss of teachers from the profession and it accounts for loss of valuable investment on teacher education and difference between being taught by an experienced teacher and a less experienced teacher. Madumere-Obike, Ukala and Nwabueze (2018), were of the opinion that search for higher pay and greater prestige made the teaching profession to lose its best work force in Nigeria.

Insufficient funding of the educational sector: Poor funding of the educational system also hinders the teaching profession in Nigeria. In 2019, the expenditure on education in Nigeria was 7.12 percent of the total Federal budget. This is far below the

internationally recommended benchmark that countries should spend 15-20 per cent of their national budgets on education (statista.com. 2022). Inadequate funding of the educational system reflects in poor infrastructure, poor remuneration of teachers, incessant strike actions, inadequate instructional materials, low support for professional development and high attrition rate of teachers in the country.

Poor Supervisory Practices by Regulatory and Supervisory Agencies

Another challenge facing professionalism of teaching in Nigeria is the weakness of teachers' regulatory bodies to control and regulate the practice. Although, the TRCN is working assiduously to prevent teaching from being an all comers job through licensing measures, it is evident that many teachers in Nigeria are not qualified and only perceive teaching as a stepping stone to greener pasture. In 2021, the Registrar and Chief Executive of TRCN, Prof Josiah Ajiboye lamented that more than 50 per cent of those currently teaching in primary and secondary schools nationwide are still not qualified to be in the classroom (Lawal, 2021). The unqualified teachers do not have basic teaching educational qualifications, which is the National Certificate in Education (NCE) as stipulated by the National Policy on Education and the TRCN certificate.

Conclusion

Teaching is no doubt the mother of all professions, as there is no professional in all fields of human endeavour that would not at one time or the other go through the tutelage of a teacher. It is appreciated that the Government of Nigeria like that of other nations of the world have prevented teaching from being an all comer job through controlling and regulating the profession by establishing the TRCN. Teaching like law, medicine, engineering is a noble profession and practitioners must be ethically guided on how duties are discharged and interactions with pupils or students, colleagues, administrators,

parents and the general public. Teachers are expected to uphold the highest professional standards by being professionally devoted, effective, dedicated, and faithful in all professional endeavours. They must also abide by the guidelines outlined in the Teachers' Code of Conduct (TCC) and other pertinent laws.

Recommendations

A strong professional code of ethics is essential to advancing the quality of the teaching profession. Therefore, it is crucial that every teacher in the nation understand the ethics of the teaching profession and rigorously abide by them. These professional ethics serve as valuable norms and guidelines for proper conduct when fulfilling official duties in schools. This can be accomplished by holding workshops and in-service training sessions with a focus on teachers' professional development.

The Government and regulatory bodies must make sure that teachers effectively abide by the legal requirements and provisions of being registered with TRCN before being considered as teachers in Nigeria in order to develop the teaching profession. Without doubt, this will provide professional quality control and screen out unqualified and inexperienced teachers.

Teaching as a profession will become more appealing and the attrition rate will decline with greater and timely pay for teachers and increased investment for education in the nation. Teachers' motivation, devotion, and commitment to the teaching profession will all improve as a result.

The quality of the teaching profession and the national education goal of producing highly motivated, conscientious, and effective classroom teachers can be achieved in part by meeting the requirements for internships after graduation from school, licensing, annual subscriptions, and teachers being guided and bound by the rules contained in the Teachers Code of Conduct.

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