



ROLE OF CONTINUOUS PROFESSIONAL DEVELOPMENT IN RE-ENGINEERING TEACHERS' ETHICAL STANDARDS AND VALUE-DRIVEN INSTRUCTION IN PUBLIC SCHOOLS IN RIVERS STATE



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Abstract

This paper discussed role of continuous professional development in re-engineering teachers' ethical standards and value-driven instruction in public schools in Rivers State. Education is key to national development, helping individuals gain knowledge, skills, and values for personal and societal growth. In Nigeria, especially in Rivers State, the education system faces challenges like poor teacher training, ethical issues, and lack of value-based teaching. Many teachers struggle with professionalism, affecting student outcomes. Continuous Professional Development (CPD) can help by improving teachers' skills and ethics, leading to better teaching and stronger values in the classroom. CPD is a continuous process that helps teachers improve their skills, knowledge, and abilities throughout their careers. The paper was supported by the Transformative Learning Theory, developed by Jack Mezirow, which posits that learning occurs when individuals critically examine their beliefs, assumptions, and experiences, leading to a shift in their perspective. The paper identified role of continuous professional development (CPD) in re-engineering teachers' ethical standards and value-driven instruction, which includes; Enhancing Ethical Awareness, Developing Ethical Leadership Skills, Integrating Values into Curriculum Design, Enhancing Classroom Management, Encouraging Collaboration and Peer Learning, Adapting to Technological Advancements, Promoting Ethical Decision-Making, Building Cultural Competence and Strengthening Accountability Mechanisms. It therefore concluded that continuous professional development is instrumental in re-engineering teachers' ethical standards and promoting value-driven instruction in Rivers State. The paper therefore suggested that Government Agencies (Federal Ministry of Education, Rivers State Ministry of Education) should develop and implement policies that mandate regular CPD programs for teachers, focusing on ethical standards and value-driven instruction. These policies should ensure that CPD is integrated into the teachers' professional development framework and is aligned with national educational goals.

Keywords: Role, Continuous Professional Development, Re-Engineering, Teachers' Ethical Standards, Value-Driven Instruction, Public Schools, Rivers State

Introduction

Education is widely recognized as a key foundation for national development. It is essential for passing on knowledge, shaping individuals' character, and driving societal progress. Through education, individuals acquire the skills necessary for economic participation, social interaction, and the ability to contribute positively to their communities. In Nigeria, education is seen as a vital tool for addressing national challenges, promoting economic development, and promoting social unity (FRN, 2014). However, despite these lofty ideals, the Nigerian educational system faces numerous challenges, particularly in Rivers State, where issues such as inadequate teacher training, ethical lapses among educators, and a lack of value-driven instruction impede the realization of educational objectives. A



critical examination reveals that many teachers in Rivers State exhibit ethical shortcomings, including absenteeism, corruption, and a lack of commitment to professional standards. These ethical breaches not only tarnish the reputation of the teaching profession but also adversely affect student outcomes (Agi, 2017; Ibara, 2019; Owchondah, 2020; LongJohn (2023).

To tackle these challenges, it's important to explore how Continuous Professional Development (CPD) can improve teachers' ethical standards and promote value-driven instruction. CPD involves various activities designed to improve educators' knowledge, skills, and abilities, helping them stay effective and adapt to changes in education (Wosu et al., 2024). Through CPD, teachers can keep improving and offer better learning experiences, helping students meet academic standards while also promoting ethical behavior and important values. Upgrading their skills, teachers can better meet students' changing needs and prepare them for future challenges.

Theoretical Framework

The theory that support this paper was the Transformative Learning Theory, developed by Jack Mezirow's in 1978 cited in Jackson (2024). The theory posits that learning occurs when individuals critically examine their beliefs, assumptions, and experiences, leading to a shift in their perspective. This new way of thinking helps them make better decisions, adapt to change, and act in more informed and responsible ways. In education, it encourages teachers to reflect on their teaching and values, which can lead to improved practices and stronger ethical standards (Mezirow, 1978 cited in Jackson, 2024). In the context of this topic, the theory suggests that CPD should do more than just provide new knowledge; it should encourage educators to critically reflect on and improve their teaching practices and ethical standards.

The theory is particularly relevant to the topic as it focuses on helping educators reflect on and transform their practices, which is essential for improving teachers' ethical standards and promoting value-driven instruction through CPD. Thinking carefully about their beliefs and assumptions, teachers can improve their teaching methods, making them more ethical and effective (Mezirow, 1997). This kind of change supports the main goal of CPD, which is to help teachers grow professionally and behave ethically in the classroom.

Conceptual Clarification

Continuous Professional Development (CPD)

CPD is a continuous process that helps teachers improve their skills, knowledge, and abilities throughout their careers. Unlike one-time training, CPD is ongoing and recognizes that education is always changing. It helps teachers stay up to date with new teaching methods, technology, and research. Darling-Hammond (2017) defined CPD as structured professional learning that results in changes in teacher practices and improvements in student learning outcomes. Dyosini (2022) described CPD as a dynamic and continuous approach that allows teachers to enhance their skills, knowledge, and competencies throughout their careers. Piper et al. (2018) emphasized that CPD equips teachers with the necessary skills to integrate technology into their classrooms, fostering dynamic and effective learning environments. Virtue et al. (2022) highlighted that CPD empowers teachers by offering opportunities to refine and expand their pedagogical skills, thereby enhancing their professional competence.

In Rivers State, CPD is crucial for re-engineering teachers' ethical standards and promoting value-driven instruction. Engaging in CPD, teachers can develop a deeper understanding of ethical issues in education and acquire the skills necessary to implement value-based teaching practices.

Re-engineering

Re-engineering refers to the fundamental rethinking and radical redesign of business processes to achieve dramatic improvements in critical measures of performance. In the context of education, re-engineering involves a thorough examination and redesign of teaching practices, curricula, and organizational structures to enhance educational outcomes. Hammer and Champy (2018) defined re-



engineering as the fundamental rethinking and radical redesign of business processes to achieve dramatic improvements in critical measures of performance. Davenport (2020) described re-engineering as the analysis and design of workflows and processes within and between organizations.

Shen and Chou (2010) viewed re-engineering as the redesign of processes based on performance criteria such as service, speed, cost, and quality, in response to the rapidly changing world and the growing need for improvement and adaptation. Hammer (2001) highlighted that re-engineering involves a fundamental rethinking and radical redesign of business processes to achieve dramatic improvements in critical measures of performance. In Rivers State, re-engineering is essential for transforming teachers' ethical standards and instructional values. Re-engineering teaching practices and curricula, educators can create a more ethical and value-driven educational environment.

Teachers' Ethical Standards

Teachers' ethical standards encompass the principles and values that guide educators' professional conduct. These standards are crucial for ensuring that teachers act with integrity, fairness, and respect in their interactions with students and colleagues. Sherpa (2018) defined teachers' ethical standards as a guiding principle that assists teaching professionals to work with commitment, dedication, sincerity, honesty, and integrity. It serves as a means to reinforce public trust in the profession and guides teachers to be "good" in their professional conduct. Iroegbu and Uyanga (2019) **defined** teachers' ethical standards as a commitment to the worth and dignity of each human being, recognizing the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. These standards are essential to the goals of protecting freedom to learn and teach and ensuring equal educational opportunity for all.

Faremi et al. (2021) described teachers' ethical standards as a vision of professional practice, emphasizing a commitment to students and their learning. These standards guide ethical decisions and actions, promoting public trust and confidence in the teaching profession. In Rivers State, enhancing teachers' ethical standards through continuous professional development (CPD) is vital. CPD programs can provide teachers with the tools to reflect on and improve their ethical practices, leading to a more effective and morally grounded educational environment.

Value-Driven Instruction

Value-Driven Instruction refers to a teaching approach that emphasizes the integration of core values and principles into the learning process. This approach focuses on not just academic content, but also on teaching students essential values such as respect, responsibility, fairness, empathy, and honesty. It encourages educators to model these values through their actions and decisions while creating a classroom environment where students are encouraged to reflect on and practice these values in their interactions and behaviors. Shizha and Kariwo (2011) defined value-driven instruction as teaching that incorporates moral and ethical values into the curriculum. Piper et al. (2018) viewed value-driven instruction as focusing on developing students' character alongside their academic abilities.

Hawkes (2013) highlighted that value-driven instruction involves teaching about positive human values such as respect, honesty, compassion, care, humility, and responsibility. He notes that when a school seriously develops the moral and spiritual aspects of the curriculum, the school community becomes more reflective and harmonious. This approach encourages students to take greater personal responsibility for their learning and behavior. Dyosini (2022) described value-driven instruction as essential for creating a learning environment that promotes ethical behavior and respect among students. In Rivers State, adopting value-driven instruction through CPD can help teachers instill essential values in students, contributing to the development of responsible and ethical citizens.

Role of Continuous Professional Development (CPD) in Re-engineering Teachers' Ethical Standards and Value-Driven Instruction

In Rivers State, Continuous Professional Development (CPD) is essential for improving teachers' ethical standards and encouraging value-driven instruction. CPD programs help teachers enhance their skills, knowledge, and ethical practices, ensuring they meet the changing needs of students and the education system. These programs focus not only on teaching techniques but also on promoting ethical behavior, creating a positive environment where teachers model good values for their students. The following are the key ways CPD supports the improvement of teachers' ethics and values in Rivers State:

Enhancing Ethical Awareness for Re-engineering Teachers' Ethical Standards and Value-Driven Instruction

Ethical awareness refers to the ability of individuals, particularly educators, to recognize and reflect on ethical issues and dilemmas that arise within their professional practices. It involves an ongoing process of understanding what constitutes ethical behavior, identifying ethical challenges, and making decisions that align with moral and professional standards (Gert, 2017).

Teachers with a heightened ethical awareness are better equipped to handle complex situations with fairness, responsibility, and respect, creating an environment that fosters trust and integrity in the classroom. Kussrow and Mavhungu (2019) emphasized that enhancing ethical awareness helps educators better understand their professional role, not only in delivering academic content but also in shaping the values and behaviors of students. The study emphasized the importance of CPD in raising awareness about various ethical challenges in education systems and supporting teachers in adopting more ethical teaching practices. Similarly, Gauthier et al. (2021) stressed that CPD programs focusing on ethical awareness ensure that teachers can engage in self-reflection and enhance their decision-making abilities when faced with ethical dilemmas in the classroom. Furthermore, Williams and Roberts (2020) highlighted that ethical awareness gained through CPD can lead to a more reflective teaching practice, where educators become more attuned to the ethical dimensions of their classroom interactions and their impact on students. More-so, Foster and Carroll (2018) found that CPD that centers on ethical considerations provides teachers with the tools needed to create an environment of trust and respect, which is essential for fostering ethical behavior in students. The study underlined that CPD is very important in helping teachers handle ethical challenges and keep high professional standards in their work. Through CPD, teachers can better understand these issues, leading to improved learning and a more ethical school environment.

In Rivers State, the main challenge is helping teachers identify and handle ethical issues in the changing education system. Using CPD to build ethical awareness will keep teachers informed about important issues like student rights, fairness, and respect, and help them apply these values in their work.

Developing Ethical Leadership Skills for Re-engineering Teachers' Ethical Standards and Value-Driven Instruction

Ethical leadership in education refers to the practice of leading with integrity, fairness, and accountability, particularly in terms of how educators interact with students, colleagues, and the broader community. Ethical leaders guide others in making decisions that reflect moral principles, such as honesty, transparency, and responsibility (Gardner, 2018). Teachers with ethical leadership skills inspire their students to adopt these values, creating a culture of respect and trust within the school. Walker et al. (2020) emphasized the importance of ethical leadership skills in educators, noting that when teachers lead by example, students are more likely to internalize ethical values and demonstrate them in their own behavior. CPD programs that focus on developing ethical leadership skills encourage teachers to reflect on their personal values and how these influence their professional conduct (Cowan & Crompton, 2021). Moreover, Hill and Leman (2019) asserted that ethical leadership training within CPD programs allows teachers to build the necessary skills to address conflicts, make fair decisions, and foster an environment of ethical dialogue among students.

Furthermore, Singh and Sharma (2022) argued that developing ethical leadership in teachers enables them to act as role models who not only provide academic instruction but also guide students through ethical challenges they may face in their personal lives. In support of this, Alvarez and Torres (2020) found that teachers who received ethical leadership training demonstrated improved classroom management and a greater ability to influence students' moral development. Similarly, Kim and Sato (2021) observed that CPD initiatives focused on leadership ethics significantly enhanced teachers' confidence in handling moral dilemmas, promoting fairness, and maintaining student trust. These studies collectively highlight the importance of CPD in equipping teachers with strong ethical leadership abilities to positively shape student behavior and school culture. In Rivers State, cultivating ethical leadership in teachers is critical for creating a conducive environment for both teaching and learning. Developing these skills through CPD programs can help teachers model behaviors that promote ethical conduct, ensuring that students in Rivers State schools are led by educators who understand the importance of fairness, responsibility, and integrity in their actions.

Integrating Values into Curriculum Design for Re-engineering Teachers' Ethical Standards and Value-Driven Instruction

Curriculum design involves the process of planning, organizing, and implementing the content and structure of educational programs. When curriculum design is "value-driven," it means that educators intentionally integrate values such as respect, responsibility, and fairness into the subject matter and teaching strategies (Devine & Lucas, 2018). This approach ensures that students are not only taught academic content but also the life skills necessary for becoming responsible and ethical members of society. Kaur and Gill (2017) emphasized that integrating values into the curriculum is a vital aspect of modern education, as it helps shape students' character and ethical perspectives.

Furthermore, Hasan and Mohamad (2020) noted that curriculum design that incorporates core values leads to a more holistic educational experience for students, preparing them for both academic and moral challenges in life. This process involves considering how various subjects can teach students the importance of ethical behavior, as well as how they can engage in discussions that explore moral issues in the context of the curriculum (Ali & Khan, 2019). Through CPD, teachers can learn how to effectively integrate these values into their teaching, ensuring that their students are exposed to both academic excellence and ethical frameworks that will guide their future decisions (López & Rodríguez, 2022). More-so, Müller and Weber (2021) emphasized that value-based curriculum design enhances students' critical thinking and empathy, making them more socially responsible citizens. Also, Chikwe and Adeyemi (2023) found that CPD initiatives aimed at integrating values into the curriculum led to more consistent moral guidance in classrooms and better student-teacher relationships. The study emphasize the importance of equipping teachers through CPD to embed ethical values within curriculum content for long-lasting impact in Rivers State schools. In Rivers State, the challenge is how to adjust the curriculum to include strong ethical values. CPD can help teachers gain the skills to create lessons that teach both academics and moral values. This will help students not only succeed in school but also grow into responsible and ethical individuals.

Enhancing Classroom Management for Re-engineering Teachers' Ethical Standards and Value-Driven Instruction

Classroom management refers to the strategies and techniques teachers use to maintain a positive and productive learning environment. Effective classroom management ensures that students remain engaged, respectful, and cooperative, allowing teachers to foster an atmosphere where learning can thrive (Emmer & Sabornie, 2016). In value-driven instruction, classroom management goes beyond simple discipline. It emphasizes creating a culture of respect, responsibility, and mutual understanding. Brown and Olsen (2017) argued that CPD programs that focus on enhancing classroom management help teachers develop strategies to manage diverse classrooms, handle conflicts, and maintain ethical standards within the classroom.

In similar vein, teachers who incorporate values into their classroom management techniques, such as respect for all students, fairness in discipline, and understanding of cultural differences, create an inclusive and supportive learning environment (Löfgren, 2020). Miller and Osborne (2021) found that teachers who received CPD focused on ethical classroom management reported higher levels of student engagement and reduced behavioral issues. This not only improves academic outcomes but also cultivates a space where students feel respected and valued, promoting ethical behavior among the student body. Zhang and Chen (2023) argued that effective classroom management in value-driven contexts helps teachers set clear ethical expectations and fosters a sense of accountability among students. Similarly, Bernard and Lemoine (2020) emphasized that classroom management rooted in ethical principles strengthens student-teacher relationships, creating an environment of trust and mutual respect. In Rivers State, effective classroom management is key to creating a learning environment that supports both academic achievement and ethical behavior. CPD programs that focus on these aspects will equip teachers with the necessary skills to maintain a classroom that encourages mutual respect, fosters ethical conduct, and ensures a positive atmosphere for learning.

Encouraging Collaboration and Peer Learning for Re-engineering Teachers' Ethical Standards and Value-Driven Instruction

Collaboration and peer learning refer to the process where educators work together, share knowledge, and learn from each other's experiences to improve their teaching practices. Collaboration allows teachers to share knowledge, engage in reflective practice, and enhance their skills collectively (Martins, 2019). Continuous Professional Development (CPD) promote collaboration and peer learning enables teachers to expand their professional networks, gain different perspectives on educational practices, and improve their overall teaching techniques. Gabel and Joy (2019) observed that peer learning encourages teachers to challenge their own assumptions, learn new strategies, and implement practices that foster ethical decision-making in the classroom.

In similar vein, teachers involved in collaborative learning environments also report a stronger sense of professional responsibility and a greater commitment to ethical teaching practices (Crawford, 2021). Svensson et al. (2020) noted that collaboration in CPD helps teachers create a shared understanding of ethical issues and challenges, enhancing their ability to approach these challenges collectively. Furthermore, Hargreaves and O'Connor (2021) argued that promoting a collaborative culture among teachers is integral to building ethical standards in educational settings. When educators collaborate, they are more likely to engage in joint reflection and problem-solving, which is crucial for addressing ethical challenges within education systems.

In Rivers State, promoting collaboration and peer learning through CPD can help teachers tackle ethical issues together and find solutions. This approach allows teachers to share best practices and build a supportive network to address challenges in a more ethical way.

Adapting to Technological Advancements for Re-engineering Teachers' Ethical Standards and Value-Driven Instruction

Adapting to technological advancements involves teachers updating their knowledge and skills to integrate new educational technologies into their teaching practices. In recent years, technology has revolutionized the educational setting, offering tools and resources that enhance teaching effectiveness and student engagement (Selwyn, 2016). Technology-enabled learning platforms, digital tools, and educational apps have made it possible for teachers to provide more personalized and engaging instruction. Khan et al. (2020) noted that adapting to technology helps teachers enhance both their pedagogical skills and their ability to model ethical use of technology. This is especially important as teachers are responsible for guiding students on how to use digital tools in ethical and responsible ways. Integrating technology into CPD programs ensures that educators can effectively use digital resources, which in turn allows them to maintain a high standard of value-driven instruction (Starkey, 2021). Moreover, adapting to new technological advancements helps teachers stay competitive in their profession, ensuring that they are equipped to meet the needs of modern students who are increasingly

digital-savvy (Reddy & Brown, 2022). Schein (2021) emphasized that embracing technology also requires teachers to address ethical concerns related to privacy, equity, and access, which can significantly impact the learning experience. Similarly, Peterson and Lange (2023) highlighted that technology-integrated CPD helps educators develop not only technical skills but also the ethical awareness needed to manage issues like data security, cyberbullying, and digital citizenship.

In Rivers State, using CPD to integrate technology is key to improving teaching and ethical standards. The challenge is that many teachers may not know the latest educational technologies. CPD opportunities focused on this will help teachers use technology ethically, benefiting both teachers and students. This will prepare teachers to teach effectively in a digital world.

Promoting Ethical Decision-Making for Re-engineering Teachers' Ethical Standards and Value-Driven Instruction

Ethical decision-making refers to the process of choosing actions that align with moral principles, such as fairness, integrity, and respect for others. In the teaching profession, ethical decision-making is crucial as teachers often face dilemmas that require them to balance academic priorities with the welfare and rights of their students. CPD programs focused on ethical decision-making provide educators with frameworks and tools to approach complex situations with integrity and fairness. Noddings (2018) emphasized that promoting ethical decision-making in CPD helps teachers develop a deeper understanding of the moral implications of their actions, particularly in diverse and high-stakes educational environments. The study suggests that teachers who engage in professional development focused on ethics are more likely to make decisions that prioritize the well-being and growth of their students.

Similarly, Li and Wang (2019) argued that ethical decision-making is an essential component of teachers' professional development, as it empowers them to navigate ethical dilemmas such as bias, discrimination, and fairness. Adding to this, Jones and Khan (2020) emphasized that CPD programs focused on ethical decision-making help teachers establish clear ethical guidelines for their actions, which in turn positively influences the classroom culture. Furthermore, Teixeira and Sousa (2022) highlighted that teachers who are trained to make ethical decisions are better positioned to advocate for students' rights, create a fair learning environment, and foster a positive educational experience. Likewise, Novak and Ferreira (2023) noted that ethical decision-making training enhances teachers' ability to reflect on their actions and make choices that align with both institutional policies and the moral needs of students.

In Rivers State, promoting ethical decision-making through CPD is important for helping teachers handle tough situations with fairness and integrity. CPD will give teachers the tools they need to make decisions that prioritize the well-being of their students.

Building Cultural Competence for Re-engineering Teachers' Ethical Standards and Value-Driven Instruction

Cultural competence refers to the ability of educators to understand, respect, and effectively teach students from diverse cultural backgrounds. It involves developing an awareness of one's own cultural biases and learning how to create an inclusive learning environment that respects and values cultural differences. CPD programs that focus on building cultural competence help teachers develop the skills necessary to teach in a multicultural classroom. Banks (2017) argued that cultural competence is vital for educators, particularly in diverse educational contexts, as it enables them to build trust with students, enhance their engagement, and address the unique needs of students from different cultural backgrounds.

Similarly, Tangen and Dempsey (2020) pointed out that cultural competence in teaching ensures that students feel valued and understood, which contributes to a positive and inclusive learning environment. Emphasizing cultural competence in CPD also empowers teachers to critically examine their own biases and assumptions, thus enabling them to adopt more inclusive pedagogical practices (Hussein & Briscoe, 2021). Green et al. (2019) found that teachers who received CPD training in

cultural competence were better equipped to handle issues of cultural diversity and create equitable learning opportunities for all students. Similarly, Delgado and Martinez (2023) highlighted that CPD programs focused on multicultural education prepare teachers to integrate diverse cultural perspectives into their lessons, enriching the learning experience and fostering mutual respect.

In Rivers State, it's important for teachers to build cultural competence to effectively engage with students from different backgrounds. The challenge is that classrooms are becoming more diverse, and teachers need to adapt. Adopting Continuous Professional Development (CPD) programs focused on cultural competence, teachers can better understand their students' cultures, leading to more inclusive and effective teaching.

Strengthening Accountability Mechanisms for Re-engineering Teachers' Ethical Standards and Value-Driven Instruction

Accountability mechanisms refer to the systems, practices, and structures that ensure educators are held responsible for their professional conduct and the quality of their work. These mechanisms include performance evaluations, self-assessment, peer reviews, and external oversight (Hall & O'Donnell, 2018). Strengthening accountability mechanisms through CPD helps ensure that teachers are consistently meeting professional standards and adhering to ethical guidelines in their teaching practices. O'Connor and Leonard (2019) noted that accountability not only ensures that teachers maintain high standards of teaching but also encourages them to be more reflective and self-aware in their practice. Similarly, Johnson et al. (2020) stressed that CPD programs that focus on accountability empower teachers to take ownership of their professional development and contribute to their own ethical growth. These mechanisms create a culture of continuous improvement, where teachers are motivated to enhance their practice and are held responsible for their actions (Grant & Levesque, 2021). Likewise, Smith and Hall (2022) argued that accountability mechanisms are critical in ensuring that ethical practices are maintained in the classroom, as they provide clear expectations for teacher behavior and performance.

In Rivers State, strengthening accountability through CPD is essential for improving teaching standards and ethical behavior. The challenge is in establishing effective evaluation systems to monitor and support teachers. Adopting CPD programs focused on accountability, teachers will be better prepared to improve their practices, follow ethical guidelines, and achieve better educational results, leading to increased professionalism.

Conclusion

Continuous Professional Development is instrumental in re-engineering teachers' ethical standards and promoting value-driven instruction in Rivers State. Addressing various facets of professional growth, CPD guaranteed that educators are well-equipped to navigate ethical challenges and impart moral values to students. The integration of CPD into the educational framework of Rivers State promises a transformative impact on both teachers and students, promoting a generation grounded in ethical principles and societal values.

Suggestions

To ensure the successful re-engineering of teachers' ethical standards and the promotion of value-driven instruction in Rivers State, several key strategies can be employed. These suggestions are designed to provide a comprehensive approach for integrating Continuous Professional Development (CPD) into the educational system. Enhancing teachers' professional growth and ethical awareness, these measures will contribute to the development of a morally grounded educational environment. The following suggestions highlight essential actions to drive the transformation:

1. Government Agencies (Federal Ministry of Education, Rivers State Ministry of Education) should develop and implement policies that mandate regular CPD programs for teachers, focusing on ethical standards and value-driven instruction. These policies should ensure that

CPD is integrated into the teachers' professional development framework and is aligned with national educational goals.

2. School Administrators (Principals, Vice Principals) should organize and facilitate workshops, seminars, and conferences that address contemporary ethical issues in education. These events should provide platforms for teachers to engage in discussions, share experiences, and learn from experts in the field.
3. Teachers should actively participate in CPD programs and apply the knowledge gained to enhance their teaching practices. Teachers should also engage in self-reflection and peer discussions to continuously improve their ethical standards and instructional methods.
4. Professional Associations (Nigerian Union of Teachers, Subject Associations) should collaborate with educational authorities to design CPD programs that are relevant to the ethical challenges faced by teachers. These associations should also advocate for the inclusion of ethical training in teacher education curricula.
5. Educational Researchers (University Faculties of Education) should conduct studies to assess the effectiveness of CPD programs in improving teachers' ethical standards and instructional practices. Research findings should inform the development of future CPD initiatives.
6. Parents and Community Leaders should support CPD initiatives by encouraging teachers to participate and by providing feedback on the ethical conduct and instructional quality observed in schools. Their involvement can enhance the relevance and impact of CPD programs.
7. Educational Policy Makers should allocate resources and provide incentives for CPD programs that focus on ethical standards and value-driven instruction. Policies should also include mechanisms for monitoring and evaluating the effectiveness of these programs.
8. Media and Civil Society Organizations should raise awareness about the importance of teachers' ethical standards and the role of CPD in enhancing these standards. Media campaigns can highlight success stories and best practices to motivate teachers and stakeholders.
9. International Organizations (UNESCO, UNICEF) should provide technical support and funding for CPD programs that aim to improve teachers' ethical conduct and instructional quality. These organizations can also facilitate the exchange of knowledge and experiences across regions.

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