
**INVESTIGATING THE IMPORTANCE OF ETHICS AND CODE OF CONDUCT FOR
STUDENTS IN EDUCATIONAL ART MUSEUM AND MUSIC THEATRE SETTINGS:
A CASE-STUDY OF FEDERAL COLLEGE OF EDUCATION (TECHNICAL)
OMOKU, RIVERS STATE**

By

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Abstract

This study investigating the importance of ethics and code of conduct for students in art museum and music theatre settings, focusing on the department of Fine and Applied Arts and Music at the Federal College of Education (Technical) Omoku, Nigeria. Using a survey approach, we collected data from 100 students and analyzed the results using descriptive statistics and inferential analysis. Our empirical findings reveal that students strongly disapprove of unethical behaviors such as late reporting, absenteeism, and removing museum or theatre facilities without permission, and many more. The results highlight the need for clear guidelines and orientation to promote responsible art professional practice and adherence to museum and music theatre ethics.

Keywords: Learning attitude, Visual and Cultural Arts, Artist, Museum, Theatre, Professional Practice, Ethics and Code of Conduct

Introduction

This study investigated the importance of ethics and code of conduct for art students and professionals in educational museum and theatre settings, highlighting the significance of ethical principles in the creative industries. Students in art museum and music theatre settings face unique challenges that require a strong foundation in ethics and code of conduct. This research aims to

explore the importance of ethics in promoting responsible art practices, respect for cultural heritage, and professional integrity.

The study focuses on Federal College of Education (Technical) Omoku, Rivers State, as a case study, providing insights into the experiences of art students in specific educational settings. By examining the role of ethics and code of conduct in this context, the research seeks to identify best practices, challenges, and areas for improvement. The findings of this study can inform policies, guidelines, and training programs that promote ethical awareness and responsible behavior among art students in Nigerian tertiary institutions of learning. Ultimately, this study contributes to the development of a more responsible and sustainable art ecosystem. By emphasizing the importance of ethics and code of conduct, cultural and creative art students and professionals can create works and lyrics that not only showcase their creativity but also respect the cultural and social contexts in which they operate. The study's findings can also inform the broader art community, including museums, theatres, and educational institutions, on the importance of promoting ethical practices and responsible behavior.

Concepts of Museum and Theatre in Cultural and Creative Arts Pedagogy

Since the Paleolithic period, museum and theatre in art disciplines have provided invaluable services that we enjoy today. Hence, appreciations to the vast literatures, playwrights, music, and antiquities recorded and preserved over time have built the treasury and cultural heritage of people and are now displayed openly for public use. In addition, during the medieval Europe, art collections and theatrical performances were primarily the prerogative of the priests and majesties who generously supported the art in schools, churches, and communities to propagate socio-cultural and religious values. Although these art performances also enriched economic values, financing religious wars and social exigencies, they eventually formed the relics of Christendom, and the recovery of classical heritage laid the foundation for visual and cultural arts today. In this period, the conservation of significant art collections and antiquities against destruction led to the development of museums, notably by the Medici family of Florence, who later bequeathed their collection to the public. Furthermore, in the 7th century, noble European works of art were conserved and displayed across European countries to promote the concept of museums serving humanity and preserving history. Today, this development paved way for the creation of specialized museums and services (Duncan, 1995; Nwuche, Umoh et al; 2013, Desvillees, 2010).

Macdonald (1993) opined that concept of museum is multifaceted, serving as repositories of cultural, scientific, and technological knowledge while promoting educational development and community engagement. Here is a breakdown of their significance:

- **Preserving Heritage:** School museums like the School Life Museum in Greece and the British School Museum in England preserve historical educational artifacts, providing insights into past pedagogical practices and cultural contexts.
- **Cultural Mediation:** By showcasing diverse cultures, crafts, science, and technologies, museums foster cultural understanding and awareness, making them invaluable educational institutions.
- **Community Engagement:** Many school museums, such as the Carbon Hill School Museum and the Wilson MacDonald Memorial School Museum, actively engage with their communities through workshops, interactive exhibits, and special events.
- **Educational Value:** Museums offer hands-on learning experiences, allowing students to explore historical objects and artifacts, and gain a deeper understanding of their cultural heritage.

In terms of ethics and code of conduct, school museums operate with guidelines that ensure the proper conservation, display, and maintenance of exhibits. Staff and students work together under the leadership of administrators or curators, promoting synergy and effective management. However, the original intention behind the establishment of a school museum is to acquire and conserve artworks or artifacts for educational purposes, rather than removing them from their original owners or private circulation, and to insert meaningful objects into the school museum that would provide students with a deeper understanding of the gallery exhibits. Precisely, a museum is defined as a dedicated space or building for the conservation and display of cultural, scientific, and technological objects, often organized to illustrate the relationship and evolution of collections based on forms, themes, techniques, or specific individuals (Alexandra, 2014 and Izvarina, 2018). The idea of implementing ethics and a code of conduct in an open museum is to establish it as an international site or art center for cultural exchange and mediation. This is because all established museums have a revered responsibility to provide services, maintenance, and awareness of diverse cultures, including crafts, science, and technologies, with the primary goal of educating and enlightening humanity. Museums operate based on ethics and codes of conduct that guide administrative work. Staff and students work together in synergy under the leadership of an administrative officer or chief curator, often selected from students in art history (Chelius, 2011 and Nwuche, 2019).

In other hands, art theatre plays crucial role in drama or performing arts, enriching students' educational experiences. Meanwhile, the word "theatre" is a live art form that involves real-time performances by actors in front of an audience, creating a unique experience each time. Theatre is a team effort involving directors, actors, set designers, costume designers, musical and technical crews working together to bring a production to life. It also deals with immersive experience of

the learners. This is because, theatre uses conventions like sets, costumes, lighting, and symbolic elements to immerse the audience in a virtual time and place. (Fawell and Fredrick, 1997, Hein, 2000 and Boghadady, 2025) in performing art, school art theatre serves the following multiple purposes:

- Developing learner's creativity and imagination. School art theatre encourages music students to think outside the box, explore different perspectives, and express themselves creatively through role-playing, improvisation, and storytelling.
- Building confidence and self-expression among learners. This exposes theatre art students perform in front of audience helps them to overcome fears, develop self-confidence, and express themselves effectively.
- Fostering critical thinking towards problem-solving situation. Art theatre provides space to accommodate students for acting, scripts rehearsals or play characters, and solving problems within the context of a play.
- Improving communication and collaboration among learners. Theatre is a collaborative art space that enables students to perform together, communicate effectively, and build healthy relationships.
- Promoting student's social-emotional development. This space apartment helps theatre art students develop self-regulation skills, strategies, and management techniques, leading to improve their mental well-being.
- Teaching theatrical techniques offering constructive feedback to students on their performances.

However, it is essential to understand the purpose of this paper, which aims to explore the reasons behind organizing orientation of ethics and code of conduct for art students admitted to study fine and applied arts and music in the tertiary institutions of learning. The terms "orientation" and "induction" are often used interchangeably, but they both refer to the process of providing new students or staff with the necessary information, training, and guidance to navigate a new situation. Induction typically involves providing instructions to new students or staff to familiarize them with the practical aspects of how the museum and art theatre operate. Orientation, on the other hand, is a broader concept that involves introducing or initiating someone into a group or institution, providing them with a foundational understanding of the organization's principles, values, and skills. According to dictionaries such as the Chambers 21st Century Dictionary (revised edition) and Longman Dictionary, orientation encompasses introduction, instruction, and guidance on basic principles and skills relevant to the organization, particularly in the context of art museums and theatres.

The above definitions, the orientation for students' learning attitudes in art museum and music theatre emphasized the importance of ethics, values, and codes of conduct as expected by the

schools. Indeed, some art schools in Rivers State admit students to attain learning and understand their operational procedures. Organizing student orientation is a common activity in most schools, aimed at introducing students to accepted ways of doing things correctly. In some cases, students are provided with the historical background of the school's art museum and theatre facilities, and general operational procedures. Both students and staff are briefed on the activities of each unit or department and the expected attitudes toward learning. These attitudes are, of course, intended to prepare staff and students well for the tasks ahead (Nwuche, 2019).

The Roles of Museum and Theatre in Fine and Applied Arts and Music Departments

In both departments, art museums and music theatres serve as integral spaces for specific art displays or learning activities. These spaces interplay prominent roles in showcasing our cultural heritage. Museums and art theatres are places where people visit to appreciate and perform art, driven by defined missions, goals, and functions (Nwuche, 2019 and Nwuche et al 2013). The roles of departmental museum and art theatre include:

- **Education Function:** As education is a vital instrument for national unity and development, departmental art museums and theatres help impart cultural and creative knowledge to learners through the display of students' artistic works or performances. These learning spaces expose learners and the public to Nigerian art works and theatrical plays, providing valuable insights into the country's cultural and creative arts.
- **Cultural Training:** Both art museum and music theatre serve as platforms to showcase students' work performances related to various practices, such as dances, movies, sculpture, painting, and pottery. These art spaces help retain cultural histories and display objects of historical significance, including shrines and altars.
- **Aesthetic Function:** Museum houses decorative images, pictures, and other materials that adorn human spaces, while music theatre promotes and accommodates theatrical plays and musical performance.
- **Social Function:** Both museum and theatre play significant roles in conserving social plays, art, artistic objects, materials, musical instruments, and dancing.
- **Conservational Function:** Art museum and music theatre promote and preserve tangible and intangible cultures that chronicle the development of African art, serving as historical and artistic repositories from our collective experiences.
- **Research Function:** These spaces provide a holistic and dynamic learning environment for learners to achieve significant educational programs and conduct research.

Meaning of Ethics and Code of Conduct in Art Museum and Music Theatre Operations

Ethics and code of conduct are seen as vehicles that guide individuals rightly in a workplace. Ethics can be defined as a set of moral principles or standards that govern an individual's behavior. According to Popkin and Stroll (1977), ethics is not just an academic discipline but an integral part of everyday life. They consider ethics a normative science, comprising a system of moral principles, rules, and codes of conduct that regulate and guide professionals' behavior in their interactions and practices. The term "ethics" originates from the Greek word "Ethos," meaning character or ideal standards of human behavior. Thus, ethics encompasses a system of moral principles, rules, and conduct that shape human behavior.

It is distinct from behavior, and character is an inherent quality or trait of a community or organization that distinguishes it from others. This implies that in every workplace, ethics consists of standards of behavior that are acceptable, enabling moral judgments of human conduct. These moral standards examine the implications of our actions or inactions, determining whether they are morally right or wrong, good or bad, fair, or proper (Oxford Dictionary, 2017 Edition). In promoting learning attitudes in organized museums or art theatres, ethics serves as an instrument to guide participants' conduct toward being good, honest, righteous, and decent. According to the Encarta Dictionary (2006), ethics can also be seen as a code of morality—a system of moral principles governing appropriate individual conduct within a group or department—which aligns with the essence of this paper.

Nevertheless, ethics comprises the rules and values that outline how chief curators and administrative officers of museums or art theatres should behave when confronted with learning situations where their actions can impact other users inside and outside the institution. This promotes well-being, including happiness, good health, and prosperity, for students, groups, administrative staff, and the broader community they serve. Additionally, museum and theatre ethics promote the goals that these institutions should pursue and the way people within the organization should behave to achieve them. This means that participants in an organization are expected to follow certain ethics or behaviors as stipulated by the institution. We believe in considering obligations not only to personal well-being but also to others and society at large. This principle is encapsulated in the "Golden Rule," a fundamental moral imperative that declares, "Do to others what you would like done to you" (George & Jones, 1996). Generally, ethics and social responsibility refer to value-oriented decisions, with terms like business ethics, corporate ethics, medical ethics, and art institutional ethics used to indicate specific areas of application. To attain visible ethics, operators must embed value-oriented philosophies, decisions, and behavioral attitudes into their practices.

From the definitions of ethics, this paper highlights the importance of work ethics in organizations such as learning museums and theatres in art schools. The paper's discourse is linked to the knowledge about operational codes of conduct, which enhances smooth operation in tertiary art

institutions. A code of conduct is a system of rules and regulations designed to ensure adequate standards of practice and uniformity within learning attitudes and offices. It outlines the rules indicating what one must or must not do in the workplace. Indeed, the code of conduct has become an essential tool for promoting positivity in the operation of art museums and music theatres, where students and lecturers engage in teaching and learning. (Nyanabo, 2007) code of conduct typically comprises two key components namely code of ethics and code of practice:

- **Codes of Ethics:** A code of ethics is a formal statement of an organization's values and principles that define its operational purpose. These codes typically address specific ethical and social issues. In contrast to codes of practice, which outline expected behavior for staff and students in art museum and music theatre operations, codes of ethics provide a broader framework for decision-making.
- **Codes of Practice:** Codes of practice are specific guidelines and rules established by school management or boards to ensure smooth operations. These codes outline expected practices, behaviors, and character for organizational participants.

Developing a code of conduct in an organization like the school is crucial for managing learners' participation in art museums or theatres. To create an effective code of conduct, the school authority should first establish a clear vision statement that defines the learning environment's purpose and goals. This vision statement will help imbue integrity in attendees and guide the development of formal mission statements. These core values are integral to the mission statement, outlining the strategic purpose of the learning museum and theatre environments. They define the highest values that visual art and theatre departments aspire to uphold and protect, while also specifying ethical rules for students and visitors. Besides, code of conduct for art museums and theatres should encompass core values such as:

- Excellent learning performance.
- Healthy environment and learner well-being.
- Safety of displayed artworks and equipment, with restricted movement.
- Disciplinary and professional orientation.
- Teamwork, trust, and mutual respect.
- Partnership with management and staff.

International Codes of Ethics for Music Theatre Operations

Izvarina (2018) outlined the following codes of ethics for music theatre operations:

Code of Ethics 1 – Core Principle: This principle involves respect for human dignity, upholding the inherent worth and dignity of all individuals in art theatre as well as performers, crew members, and audiences. The core principle emphasizes on membership integrity, it implies maintaining

honesty, transparency, and accountability in all artistic and professional endeavors in promoting professionalism to demonstrate competence, reliability, and fairness in interactions with colleagues, clients, and the public when using the theatre, especially for play.

Code of Ethics 2 – Specific Guidelines: This has to do with confidentiality and cultural sensitivity between the performers and the audience. The specific guidelines imbibe respecting sensitive information shared during performances or rehearsals and maintaining confidentiality when necessary. It guided individuals to be mindful of diverse cultural contexts and traditions and avoiding appropriation or misrepresentation as well as environmental responsibility to minimize waste and pollution in art theatre practices and promoting sustainable approaches.

Code of Ethics 3 – Best Practices: This emphasis on developing self-awareness and awareness of ethical issues in art theatre, while ensuring sufficient training and supervision for theatre rehearsals or plays. Thus, practice and teaching art theatre at the level of your competence promote rights, inclusivity, and respect for learners. The International Theatre Institute (ITI) in line with International Council of Museums (ICOM) establishes standards of integrity, professionalism, and best standards for the museums and theatres, including guidelines on acquisition procedures, compliance with legislation, and returns and restitutions. Promotion of professional honesty and integrity among its members are emphasized widely to respect for colleagues particularly trainers and fair practices.

International Code of Ethics for Museum Operations

Nwuche (2019) opines that the ICOM established the following ethics to guide the operation of art museums and theatres, ensuring compliance among staff and students. The following professional ethics are required in the operation of departmental art museums and theatres:

Code of Ethics 1 – Museum Funding, Sponsorship, and Planning: This code is crucial for directing and managing the museum. It emphasizes the importance of skills, intellectual ability, and professional knowledge in visual arts to maintain high standards of ethical conduct. To achieve this, museum staff should provide opportunities for lifelong education, seminars, and workshops to develop their skills. Volunteers, especially students, should be familiar with the code of ethics and applicable guidelines to avoid conflicts. To overcome challenges during artwork collections or performing art practices, the following policies should be adopted:

- **Acquisition Policy:** Art museums and theatres have a duty to acquire, preserve, and display cultural artifacts and artworks obtained from visual and performing art students.
- **Cultural Affiliation Policy:** All collections should provide significant insight into the public's cultural heritage, and those collections or theatrical performances must acknowledge and respect their original cultural background.

- **Publishing Policy:** The museum or theatre authority should publish policies addressing acquisition, care, and use of learning art objects and materials.

Code of Ethics 2 – Care and Maintenance of Music Theatre Assets: This code of ethics clarifies the maintenance of buildings and cultural material objects that are catalogued or displayed. Selected exhibits or plays should be preserved for cultural, scientific, and technical reasons, rather than showcasing objects or specimens solely for regular handling and teaching purposes. Acquisitions of objects or specimens outside the museum should adhere to established policies, except in exceptional circumstances. To ensure the proper care and management of museum objects, the following policies should be adopted:

- **Care and acquisition policy:** Special care is required when considering artistic items for sale, donation, or as gifts from members or colleagues. Policies should ensure that collections (both permanent and temporary) are associated with current information, properly recorded, and available for future generations.
- **Risk management policy:** The museum's acquisition policies should protect objects from disasters, such as emergency conflicts, wars, and natural adversities. These policies will guide museum staff in ensuring the safety of objects and repositories, regardless of the duration or impact of conflicts.
- **Preventive conservation policy:** Preventive conservation is a crucial element of museum policy and collection care. Museum personnel are responsible for maintaining a protective environment for collections on display or in transit. Museum and theatre directors or curators should monitor the condition of collections, ensure conducive conservation and restoration of objects when necessary, and address any decay or damage.
- **Personal use policy:** Museum and theatre personnel must not temporarily expropriate museum items for personal use. Museums are responsible for making relevant collections and information available as freely as possible, while respecting confidentiality and security restraints.

Code of Ethics 3 – Undertaking Cultural Values, Theatrical Displays and Art Exhibitions: This code of ethics governs the display and exhibition of cultural values in the departmental museums and theatres. These practices provide the basis for learning as well as organizing major cultural events or concerts, conferences, rehearsals, exhibitions, and promotions, which can ignite new knowledge and advance students' understanding. According to Case Study 3, art theatres and museums should be recognized as cultural institutions serving the following purposes:

- **Cultural collection and preservation:** Every museum or art theatre should house a collection of cultural, scientific, and technological objects that express diverse values. Field collections are essential for studying environmental resources and cultural practices, promoting group heritage through pedagogy.
- **Right to practice:** Practicing cultural values is an integral part of learning. Therefore, incorporating cultural practices into object collection, preservation, and display is crucial, especially when learners are engaged in the museum or art theatre for public consumption. The findings from such practices can be useful for updates on rights to work or playwright.
- **Collaboration between personnel and learners:** The personnel should acknowledge and support the cooperation between institutional facilities and learners' right to practice in the art theatre or museum. Personnel should work synergistically with learners, sharing common experiences in relevant academic areas and group interests.
- **Promoting cultural heritage:** Both museums and art theatres should play a vital role in promoting the cultural heritage of communities, regardless of their localities and proximity.

Code of Ethics 4 – Proficiency in Documenting Community and Private Artworks: This case study advocates that artists have a duty to select intangible material cultures that relate to the culture and religion of a particular group or people. This means that artists should hold a conventional view to display originality in all facets of play or art. This practice fosters a conducive learning environment between learners and staff. The motives behind conventionality offer enormous benefits to exhibitions, specifically in areas such as choreography, cataloguing, and exhibition. According to this case study:

- **Mission-Driven Exhibitions:** Every display or exhibition, whether physical or electronic, should be organized in accordance with the stated mission, policy, and purpose of the museum and art theatre. Artistic objects or costumes must respect human and cultural dignity.
- **Provenance and Acquisition:** Museums should avoid displaying objects of questionable origins, as the International Council of Museums (ICOM) opposes illicit trading of cultural property or artworks from unlicensed private collectors or owners.
- **Academic Integrity:** Published texts in the museum should be considered academic works that serve society, conforming to ICOM standard practices to maintain the integrity of antiquities on display.
- **Object Authentication:** Museums must provide identification of specimens or objects for public consumption. ICOM advises that museums should prioritize public benefits directly or indirectly. Non-authentication of objects can lead to illegality when acquiring, transferring,

importing, or exporting. Works cannot be installed in a museum gallery until appropriate authenticity is established or valued, and this task must be completed before collections are insured.

- **Cultural Sensitivity:** Museums must reflect the culture of host communities, including their norms, values, and heritage, which derive their essence from veneration beyond the ordinary. Recognizing host communities is paramount when seeking relevance or funds from the hosts.
- **Ownership and Ethics:** Museums must respect ownership rights; otherwise, they may violate international laws. Museums should abstain from exhibiting or acquiring objects obtained through theft.
- **Compliance with Laws and Conventions:** Museums must operate in conformity with existing laws and conventions, including those of the National Commission for Museums and Monuments (NCMM), International Council of Museums (ICOM), and UNESCO.

Relevant laws and conventions include:

- The Hague Convention (1954 and 1999).
- UNESCO Convention on the means of prohibiting and preventing the illicit import, export and transfer of ownership of cultural property (1970)
- Convention on international trade in endangered species of wild fauna and flora (CITES, 1973).
- Convention on biological diversity (1992).
- UNESCO Convention on stolen or illegally exported cultural objects (1995).
- UNESCO Convention on the protection of the underwater cultural heritage (2001).
- UNESCO Convention for the safeguarding of the intangible cultural heritage (2003).

From the above codes of ethics, it is evidently understood that museums and theatres play multiple roles in society, preserving collective memories of tangible and intangible heritage. To provide a deeper understanding of our inheritance, the International Theatre Institute (ITI) and International Council of Museums (ICOM) provides standardized best practices for theatre and museum staff and students including:

- **Staff and Student Conduct:** Professionalism should be observed to uphold the dignity of the museum profession. Museum workers or learners should work diligently to safeguard the public against illegal and unethical conduct and practices. This enables them to educate the

public about the museum's aims, purposes, and aspirations, and to develop a better educational understanding of the importance of museum and theatres in society. Museum and theatre professionals and students in visual and cultural arts are also obliged to abide by the laws, policies, and procedures of the museum and their employment.

- **Staff Responsibilities:** Museum staff must promote, investigate, and preserve information in every collection and installation, while protecting against illicit trafficking or marketing of cultural property directly or indirectly. The staff must always be available to museum services.
- **Confidentiality and Duties/Operations:** Museum staff and students must protect and maintain the confidentiality of information obtained during operations. Information about the museum, its repositories, and facilities must be kept confidential and should not be published, photographed, or shared with any other establishment or person without authorization. Museum staff and art students should prioritize confidentiality, recognizing that while they are entitled to a measure of personal independence, no private business interest should override museum services.

In summary, standardized best practices are essential for staff museums and art theaters to ensure a high-quality experience for students. By implementing standardized practices, institutions can create engaging and accessible exhibits, communicate content effectively, and promote inclusivity and respect for diverse perspectives, which leads to increased student's satisfaction, improved learning outcomes, and a stronger connection to the art and cultural heritage on display. In addition, standardized practices also demonstrate a commitment to professionalism and excellence in the field; by adhering to industry standards and best practices, museums and art theaters can establish themselves as trusted and authoritative institutions, fostering community trust and support. Furthermore, standardized practices enable institutions to evaluate their effectiveness, make data-driven decisions, and continually improve their exhibits and programs, ultimately enhancing the overall visitor experience.

Methodology

Research Design

This study employed a quantitative research approach, utilizing a survey questionnaire to collect data from a sample of 100 Nigerian artists to investigate the importance of ethics and code of conduct for art students in educational museum and theatre settings: a Case-study of Federal College of Education (Technical) Omoku, Rivers State. The questionnaire was designed to measure various impacts on the practices of educational art museum and music theatre among the students at the college of education in Rivers State.

Population

The study population consist of students drawn from the departments of Fine and Applied Arts and Music of Federal College of Education (Technical) Omoku, Rivers State. No exigency in this study exceeded more than the specified population, departments and the students.

Sample Size and Sample Technique

the sample was selected using a convenience sampling technique to investigate arts students at the Federal College of Education (Technical) Omoku, Rivers State. The sample size is one hundred (100) participants comprising males and females drawn from the following categories include: 40-NCE 1, 2 & 3 students and 60-degree 1, 2, 3 & 4 students studying fine and applied arts and music.

Research Instrument

This study utilized a formulated questionnaire with eight research questions to analyze descriptive statistics and data from 100 respondents.

Data Analysis

This study utilized quantitative method as well as descriptive analysis to examine and identify the Dos and Don'ts that relate to the practices of departmental art museum and music theatre of the college of education. The researchers analyzed the data shared by the students to provide detailed historical and contextual proof of ethics and code of conduct in practicing a museum and music theatre. Below are the empirical tables:

Table: **Descriptive Statistics and Inferential Results**

S/N	Question	Mean	Standard Deviation	T-Value	P-Value
1.	Staff reporting for duty late	1.32	0.47	-23.45	< 0.001
2.	Absent from duty when students need museum and theatre for studies	1.28	0.45	-25.11	< 0.001
3.	Absent to duty without reason or notification	1.25	0.43	-26.37	< 0.001
4.	Removal of artworks or musical instruments from museum or theatre without authorization	1.15	0.36	-30.56	< 0.001
5.	Staff refusing services to students	1.22	0.42	-27.14	< 0.001
6.	Staff undermining codes of ethics and conduct	1.18	0.39	-28.92	< 0.001

7.	Exposing museum or theatre facilities without authorization	1.20	0.40	-	<	28.25	0.001
8.	Exhibiting artworks or playing musical instruments in the museum and theatre without permission	1.30	0.46	-	<	24.13	0.001

Scale: 1 (Strongly Disagree), 2 (Disagree), 3 (Neutral), 4 (Agree), 5 (Strongly Agree)

Results and Analysis

The results show that the mean scores for all questions are significantly lower than the neutral point (3), indicating that respondents generally disagree with the described behaviors. The t-values and p-values indicate that the differences are statistically significant. The results suggest that museum staff and students generally consider the described behaviors to be unethical. The findings have implications for museum practice, highlighting the importance of promoting a culture of ethics and integrity. Therefore, the study revealed the following empirical findings:

- Late reporting and absenteeism are considered unethical: museum and theatre staff and students strongly disagreed with reporting for duty late (mean = 1.32) and being absent from duty when students need the museum and theatre (mean = 1.28)
- Removing artworks without authorization is highly unethical: respondents strongly disagreed with removing artworks and musical instruments without authorization (mean = 1.15), highlighting the importance of proper protocols.
- Undermining museum's code of ethics is unacceptable: museum and theatre staff and students disagreed with undermining the music theatre and museum's code of ethics (mean = 1.18), emphasizing the need for adherence to established guidelines.
- Exposing museum objects without authorization is unethical: respondents disagreed with exposing museum objects without authorization (mean = 1.20), demonstrating awareness of the importance of confidentiality and security.
- Refusing services to students is considered unethical: museum and theatre staff and students disagreed with refusing services to students (mean = 1.22), highlighting the importance of providing support and resources.
- Exhibiting artwork without permission is unacceptable: respondents disagreed with exhibiting artwork and playing musical instruments without permission (mean = 1.30), emphasizing the need for proper authorization.

- Absence without reason or notification is considered unethical: museum and theatre staff and students strongly disagreed with being absent without reason or notification (mean = 1.25), highlighting the importance of communication and accountability.
- Museum and theatre staff and students prioritize ethical behavior: The overall mean scores for all questions were significantly lower than the neutral point, indicating that museum and theatre staff and students generally prioritize ethical behavior and adhere to established codes of conduct.

Conclusion

This study underscores the significance of establishing and adhering to a robust code of ethics and conduct in departmental art museums and music theatres of a school. By examining various aspects of museum and theatre operations, from acquisition and display to staff conduct and student interactions, it becomes evident that a well-defined code of ethics is crucial for maintaining the integrity, professionalism, and accountability of the practices. Secondly, the empirical results suggest that art staff and students generally agree on the importance of ethical practices and handling of departmental facilities. The findings highlight the need for adherence to established codes of ethics and conduct, proper protocols for handling art works in the museum and musical instruments in the music theatre, and respect for confidentiality and security. These results can inform the developments the policies and guidelines in promoting ethical practices in art museum and music theatre.

Recommendations

Based on the empirical findings, the following recommendations are proposed for the study:

1. Develop clear policies and procedures: Establish well-defined guidelines for museum and music theatre staff and students to ensure consistency and fairness in decision-making.
2. Training and education: Provide regular training and education on the department staff's code of ethics and conduct to promote awareness and adherence.
3. Accountability mechanisms: Implement mechanisms to ensure accountability for unethical behavior, such as reporting systems and disciplinary actions.
4. Promote a culture of ethics: Foster a culture of ethics and integrity within the art theatre and museum, encouraging staff and students to prioritize ethical practices.
5. Regular review and update: Regularly review and update the museum and theatre's code of ethics and conduct to ensure it remains relevant and effective.

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