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# **Influence of Educational Ethics on Job Performance of Senior Secondary School Teachers in Port Harcourt and Obio/Akpor Local Government Areas of Rivers State**

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## **ABSTRACT**

The study examined Influence of Educational Ethics on Job Performance of Senior Secondary School Teachers in Port Harcourt and Obio/Akpor Local Government Areas of Rivers State. To achieve the purpose of the study, the researcher formulated three (3) objectives of the study, research questions and null hypotheses that guided the study. The study made use of descriptive research design. The population of the study consisted of 6,900 teachers in public senior secondary schools in Port Harcourt and Obio/Akpor Local Government Areas of Rivers State. The sample size of the study is 400 teachers. This figure was generated using Taro Yamene formula. The sampling technique used was stratified sampling. The instrument used for data collection was a self-developed questionnaire. The instrument was validated using the research supervisor and two other senior lecturers in faculty of education. The data gathered were analyzed using mean and standard deviation for the research questions while z-test statistical tool was used for the test of null hypotheses at 0.05 level of significant. The findings of the study revealed that teachers professional ethics like discipline, responsibility, accountability and integrity have positive and significant influence on teachers' job performance in public senior secondary schools in Port Harcourt and Obio/Akpor Local Government Areas of Rivers State. Therefore, the study recommended that state government in conjunction with the school management should organize awareness and enlightenment campaign for teachers on the importance of discipline hence it has positive influence on teachers' job performance, government should ensure that they employ responsible and accountable teachers because it enhances their job performance and government and non-governmental organization should organize seminar or workshop programmes for all the teachers on how to maintain their integrity hence it enhances their job performance.

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Key Words: Influence, Educational Ethics, Job Performance, discipline, responsibility, accountability and integrity

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## **Introduction**

Teachers' professional ethics are the prescribed norms, values, principles, rules, regulations and standards governing teachers' professional conduct. The quality of education and students' performance depends on teachers' instructional tasks performance which is guided by ethics of the teaching profession. Teachers are expected to demonstrate expert knowledge and specialized skills in translating educational policies, principles and curriculum contents into actions during teaching-learning process in order to achieve the desired learning outcome.

Instructional tasks are statutory curricula functions that are performed by teachers to enable learners achieve the set educational goals in schools. This means that the real teacher must possess the qualities for effective teaching and learning. The teacher must know what to teach, how to teach, and whom to teach. The purpose is to deliver the curriculum effectively and efficiently, so as to achieve the set goals and standards in schools (Ayeni, 2011; Koleoso, 2002). Teacher's instructional task performance is facilitated by the ability of the teacher to demonstrate sound professional attributes like scholarship through continuous research and it is pivotal to successful teaching, students' learning outcomes and attainment of quality education in secondary schools. Teachers' professional ethics are manifested in their knowledge of the subject-matter, pedagogical skills and competences in the teaching-learning process, which leads to the accomplishment of the stated educational goals. Bangbade (2004) found that teachers' professional ethics have significant relationship with students' academic performance; such professional ethics according to Bangbade (2014) include teachers' knowledge of the subject matter, communication skill, emotional stability, good human relations and interest in the job.

The quality of students' academic achievement in Nigerian secondary schools has been observed to be dwindling/relatively low as revealed in the percentage of students who obtained credit level passes in five subjects including English Language and Mathematics in the West African Senior School Certificate Examinations which reflected 52.92% in 2016, 59.22% in 2017 and 49.98% in 2018 (Adenipekun, 2018). This relatively low level of performance could be partly attributed to lack of teachers' full commitment to professional ethics.

A professional code of ethics outlines teachers' primary responsibilities to their students and defines their roles in student's life. Educators most

demonstrate impartiality, integrity and ethical behaviour in the classroom, whether virtual or in-person and in their conduct with parents and coworkers. The importance of teacher ethics, the code of ethics for teachers is designed to protect the rights of all the students. It is important that teachers understand that when they get a teaching position, they are agreeing to follow the code of ethics (Koleoso, 2002).

Teaching ethics is a peer-reviewed academic journal devoted to the philosophical examination of ethical issues in all disciplines. Its mission is to foster dialogue about ethics instruction across disciplinary boundaries with a focus on business medicine, technology, laws, and other areas of liberal education. However, there are some universal ethical principles that apply across teaching profession which include:

1. Honesty
2. Trustworthiness
3. Responsibility
4. Accountability
5. Discipline
6. Confidentiality
7. Integrity

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### **Discipline**

Discipline is defined as the practice of teaching others to obey rules or norms by using punishment to correct unwanted behaviors. In a classroom, a teacher uses discipline to ensure routine is maintained, school rules are enforced, and the students are in a safe learning environment. Discipline in the classroom helps teachers and students stay focused on their academics (Weli 2020). A disciplined teacher or student is able to stay focused on his goals and keep his work as a top priority. This type of focus translates well into life outside of school as well, helping students maintain high standards in every area of life. A disciplined classroom is essential for learners and teachers to succeed. Any teacher will tell you that having a loud, unruly class with a lack of discipline is not conducive to successful learning. Developing your classroom management skills is the key to maintaining a respectful and learning-positive environment. Discipline provides people with rules to live their lives efficiently and effectively. When you have discipline in your life you can make small sacrifices in the present for a better life in the future. Discipline creates habits, habits make routines, and routines become who you are daily. School discipline refers to the rules and strategies applied in school to manage student behavior and practices used to encourage self-discipline. Enforcement of discipline is very important to achieve an effective and efficient learning process. A disciplined teacher can guarantee the maintenance of school rules and the smooth implementation of school management (Adenipekun, 2018).

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### **Teachers' Responsibility and Accountability**

When someone decides to become a teacher, they take on the responsibility to educate our nation's youth. Many people think that within the school system, teachers are ultimately the ones who are accountable for the development and learning progress of students. At one time, principals and teachers could satisfy the demands of accountability simply by working hard and following accepted professional standards. By contrast, the current accountability movement emphasizes results. It is the teacher's responsibility for students to produce good test results.

It is a teacher's responsibility to educate our youth; therefore the teacher must be well informed and educated. Students achieve more and progress faster when instructed by a well-educated and well-trained teacher. Today in our school systems, we are continually raising the standards for students, but at the same time we are lowering the standards for our teachers. Until we address the problems plaguing teacher education institutions, teacher training, and teacher accountability, we cannot adequately address the problems affecting our students. The first step of bettering our education system is by holding teachers more accountable for their students. This idea brings up the question on how exactly should teachers be held accountable.

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### **How Should Teachers Be Held Accountable**

The concern of the students is essential. A teacher should actively participate in societal concerns and provide their inputs. Responsibility towards the general public must be felt. A teacher should continuously work towards improving their skills. First, teachers need to be held accountable through evaluations and observations. At the end of each year, each teacher needs to be evaluated on his/her performance for that year. Although many schools only perform an annual teacher evaluation, it is necessary for a teacher to be evaluated throughout the school year. Teachers should be observed and evaluated throughout the year by the schools administration. For instance, a principal or an assistant principal will sit in on a teacher's class and evaluate her performance. Listed are some of the criteria a principal should evaluate while observing a teacher: Instructional skills, classroom management, student discipline and attendance patterns, knowledge of subject matter, interest in teaching pupils, and effort towards improvement when needed (wednet.edu). Students progress should also be evaluated every couple of weeks to see if they are improving and how their performance reflects the teacher (Adenipekun, 2018).

Another way teachers can be held accountable is by students achieving passing scores on standardized tests. These tests are implemented by the government and teachers are expected to prepare their students for the information that is within these tests. In Virginia, SOL is a common term that teachers encounter. The Standards of Learning for Virginia Public Schools describe the commonwealth's expectations for student learning and achievement in grades K-12 in English, mathematics, science, history/social science, technology, the fine arts, foreign language, health and physical

education, and driver education (pen.k12.va.us). The SOL's of Virginia are a prime example of a state required test that students are required to pass. These test reflect both the performance of the students and teachers. Teachers are pressured to teach all of the material that is covered on these standardized test within a limited amount of time. They need to be flexible in their teaching because they need to allow time to cover each required concept and be assured their students have had time to grasp the concept before moving to a new topic. When teachers are evaluated on their students test results a few other factors should be taken into consideration. First, the size of the classroom since there is always a shortage of teachers and second if there are any students with learning disabilities who may perform lower on the test.

A third way teachers are held accountable is by the No Child Left Behind policy. The No Child Left Behind is a critical step toward improving the education of American children.

NCLB sets five performance goals for states:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics by 2013-2014.
2. All limited English proficient students will become proficient in English and reach high academic standards, at minimum attaining proficiency or better in reading/language arts and mathematics.
3. All students will be taught by highly qualified teachers by 2005-2006.
4. All students will learn in schools that are safe and drug free.
5. All students will graduate from high school(pen.k12.va.us).

The NCLB not only holds the schools accountable for a student's education but also the individual teacher. According to the NCLB, the Administration's proposal for preparing, training and recruiting teachers is based upon the basic principle that teacher excellence is vital to achieving improvement in student achievement (whitehouse.gov). Therefore, all teachers are supposed to be highly qualified in the field that they are teaching. It makes sense that improving teacher quality is important for student's success. The more qualified a teacher is in his/her field the better he/she can educate American children. The No Child Left Behind act holds the state, schools, and individual teachers accountable for the performance of our nation's youth.

There are many new ideas in the area of teacher accountability that have yet to be fully explored. Value-Added Modeling (VAM) is a new concept introduced to develop a better way of establishing guidelines to help create an effect measuring device. VAM offers a way of statistically analyzing students test scores over a period of years to model a teacher's effectiveness and thus offer a means of accountability. This becomes important because statistics offer a way of separating family, financial, and opinion biases from the data and offer an effective breakdown of the teacher and school. Also this usage of data allows for a prediction of future effectiveness for teachers and can even show the benefit of development programs and even teaching methods. So this is just one of the many issues on the forefront of methods to hold teachers accountable. However this is not an issue that many agree upon, VAM and other methods that use test data are being attacked as lacking truth. While no one disputes the results of standards and tests it is the opinion of many that teachers should also be judged upon other factors. The National Education Association (NEA) on their website states that while it is the right of taxpayers and parents to know that their tax dollars and children are getting the best education possible it does hurt the teacher to base that upon standards (NEA). Even recent polling by the NEA suggests that parents agree with this assumption and states that, "Standardized tests should be used to guide instruction by helping identify gaps in learning and groups of students who need the most help. But test scores alone should never be used to punish students, teachers or schools by cutting funding, closing schools or firing teachers" (NEA). So even still a possible solution is already under criticism.

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## **Integrity**

Teaching with integrity means knowing there is a time to cooperate and a time to collaborate. I will be collaborative when I need to work together to get a task done, no matter what the size. I will cooperate when I need to give or take a little in order to keep the piece. When students learn integrity in classroom settings, it helps them apply similar principles to other aspects of their lives. Most K-12 educators recognize that the students they teach today will become the leaders of tomorrow. Being trustworthy, being honest, and being authentic are key traits of true professional integrity, but also accepting your own mistakes without passing the blame to others takes courage within itself. A person with integrity behaves ethically and does the right thing, even behind closed doors. For instance, informing a cashier that they gave you too much change and going back to the store to pay for something you forgot to pay for are two examples of showing integrity in everyday circumstances.

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## **Integrity in Teaching and Learning**

Ayeni, (2011) noted that, I have argued that teaching can be regarded as a form of enquiry, ideally it is a form of enquiry in which both students and teachers participate. So, if the ideas of integrity in inquiry and knowledge are as I have suggested, integrity in teaching will endeavour to promote this integrity of enquiry and knowledge. This requires a genuine commitment of the teacher to those ideals, for students are experts in detecting feigned or insincere attitudes. The single most important factor here, in my view, is respect for the student, and one way of concretely realizing this is by making learning and teaching a mutual task. By making learning a mutual task, the student may come to develop an inner confidence and come to feel that he or she has something unique and individual to bring to that task. The teacher should try to enable the student to maintain a balance between inner confidence and a feeling of being challenged, with the aim, over time and as required, of making the student able to accept intellectual challenge and

independence with confidence, even with resolution. If that happens, integrity becomes spontaneous, as barriers between teachers and students collapse, and students forget all else in an experience of learning involving the whole person. However, in trying to achieve such moments, teachers face more difficulties than in the past, owing to changes in our wider culture and the influence these have had in universities.

Universities are under enormous pressure to regard student learning in purely technical terms for, although they have no overall consistent view, governments see the primary function of universities, for the most part, as being to meet the technical needs of society, a society which is more complex and making itself ever more complex by means of its increasing range of technologies and the further activities which these technologies make possible. Changes in universities are driven by a need for more training to respond to the complexity of society, but this training tends to have a merely technical complexity, rather than an intellectual complexity having more potential for realising values of integrity (Fisher, 2019).

Ethics plays a very important role in education. Ethics are interpreted as the discipline of dealing with good and bad with commitment and moral duty (Fisher, 2019). Ethics are well-established levels that make the measures right and wrong. It is classified as unique values such as integrity and discipline, honesty amid others and applies them in daily routines. Udoka and Anyansi-Archibong (2013) observe that ethics impacts the behaviour and permit an individual to make the right options. To manage life and act responsibly is very hard without ethics. The significance of ethics cannot be disregarded in any level of life. It is important they are practised in the area of education.

Fisher (2019) asserts that ethics in education is appraised as the segment of the human right to education. The motive of ethics education is not directly learning ethics for the purpose. It is objective to deploy this body of knowledge for two motives. The first motive is to grow intellectual dimensions that will authorize people to recognize ethical dimensions of issues and address ethical issues in the field as various as medicines, economics and policy amid others. The second purpose of ethics education is important to develop critical thinking skills, intentional on one's purpose, particularly the ability to reflect and the theoretical and practical effect of personal and collective human actions. Nowadays, ethics has an essential place in all fields of life. Education is also a basic method of human life. So, in education, ethics has a very vital and productive role. To become a better citizen, ethics should be put as a way in the educational system.

**Importance of ethics:** Ethics is a key element of any profession. Moral guidelines are always helpful to refer to whether practiced in education or the medical field where ethics might help physicians to reconcile the needs of patients. In many countries, it's common for lawyers to focus extensively on ethics and involve in conversations with professionals and peers to practice ethical conversations for the future (Mondy, 2018).

Every field has its own challenges. Professionals can make mistakes and sometimes ignore details which may lead to minor and major issues in their career. Ethical guidelines are important to assist professionals and cope with the changing environment to feel empowered while regulating themselves to suit the standards of their profession.

**Professional ethics:** Educators can be confronted with various ethical issues where they may try their best to act ethically. There is a difference between an ethical person and a person who follows a code of ethics. Ethical behaviour is dependent on many factors and situations where a person is required to alter responses to be seen as 'ethical'. Lines between personal and professional ethics are a blur to some extent which means what we perceive as ethical is not so clear-cut. It is better to avoid relationships in a professional role so that ethics has its role to play in situations as required. Most professionals address situations with social distance as a reflection of the existence of a code of ethics. For example, psychologists do not socialise with their clients outside therapy sessions to avoid personal connection with their patients and such separation must also exist in other professions. But as teachers are much closer to students it may be unavoidable at some level to let go of a comfortable environment with students but it is better to stay connected to your code of ethics to avoid unnecessary conflicts (Berry, 2020).

Some situations between a teacher and student which may cross ethical boundaries are;

1. Teachers are expected to contribute towards students' learning as well as their societal issues outside the classroom which may bring them to a comfortable and closer relationship. Not all teachers are aware and abide by the code of ethics and avoid biases in behaviour.
2. Teachers not only deliver knowledge but interact and help learners achieve the level of knowledge required whether it exceeds time or not.
3. Interpersonal relationships are embedded in teaching and learning which may be difficult to avoid.

According to Berry (2018), professional ethics may help teachers but it also varies with the level of responsibility and types of decisions. It is not always right or wrong but it starts with grey areas that exist in the countless interactions during the day-to-day work of teachers. It is always better to consider keeping a balance and considering the consequences of our actions to keep a balance and discuss issues in a non-judgmental informing the authorities and keeping it professional. Embracing these grey areas with ethical decision-making is good for students, teachers, institutions and communities. Structural changes are important to consider. Teachers should receive training on ethics and preparation programs involving ethical issues with mentors. They contribute to the professional development of teachers and help revisit principles of professional ethics while applying them to their classrooms.

Educators would avoid falling into the trap of misconduct and events that can jeopardise their career and image, but over time as the idea of professional ethics is implemented in the education field it has become as important as teaching and learning as content and pedagogy- and considering this its impact would be transformative. (Hutchings, 2016)

**Integrity:** This entails being honest, straightforward, reliable and morally upright which are demonstrated through absolute professional commitments in performing their responsibilities within the framework of stipulated national and school policies, procedures, guidelines and regulations which aimed at promoting students education.

**Confidentiality:** Teachers should respect the privacy of others and the confidentiality of information gained in the course of professional practice, unless a legal imperative requires disclosure or there is a legitimate concern for the wellbeing of an individual.

**Dressing habit:** It is a common knowledge that 'dress the way you will want to be addressed. Teachers are expected to be role models to their students. Unfortunately, this is not the case in most instances as students made jest of teachers who have been observed to be shabbily dressed. Generally speaking, students do not consider just the teachings alone, but also the dressing as their teachers' appearance can make the students to love or hate the subject, which ultimately affects their academic performance.

According to Mondy (2018), ethics has also become essential in education, as education is a fundamental method of human life. Ethics is a very vital subject in education. Orderly to understand the significance of ethics, it is essential to put ethics in the educational system correctly. Ethics is the most essential and functioning branch of philosophy in today's world Ethics are an important part of the decision-making but staff and students are not taught to think ethically. Ethics in education like; honesty, confidentiality, conflict of interest, responsibility, neat in dressing, professional competence, etc. are board term for learning experience deliberate to help students and staff grow ethically, whether in terms of expanded ethical awareness and understanding or greater motivation to act ethically in the whole world to enhance efficiency or performance. It is against this background that the researcher seeks to examine the Influence of Educational Ethics on Job Performance of Senior Secondary School Teachers in Port Harcourt and Obio/Akpor Local Government Areas of Rivers State.

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### Statement of the Problem

It is a common knowledge that when teachers are seen upholding sound professional ethics or conduct like discipline, accountability, responsibility, integrity etc, it creates a high level of public confidence and trust in the teaching profession. However, the issue of declining academic performance of students and teachers; job performance in senior secondary schools has generated much concern among stakeholders in the education sector. The quality of students'; academic achievement in senior secondary schools in Rivers State has been observed to be relatively low as revealed in the percentage of students who obtained credit level passages in five subjects including English Language and Mathematics in the west African Senior School Certificate Examinations as observed in Berry (2020). This relatively low level of performance could be partly attributed to lack of teachers' full commitment to professional ethics and laws, which affect their job performance. It is against these problems that the research tends to examine the influence of educational ethics on job performance of senior secondary school teachers in Rivers State.

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### Purpose of the Study

The purpose of the study is to ascertain the Influence of Educational Ethics on Job Performance of Senior Secondary School Teachers in Port Harcourt and Obio/Akpor Local Government Areas of Rivers State. Specifically, the objectives of the study are to:

1. Examine the extent to which discipline influence teachers' job performance in public senior secondary schools in Port Harcourt and Obio/Akpor Local Government Areas of Rivers State.
2. Determine the extent to which responsibility and accountability influence teachers' job performance in public senior secondary schools in Port Harcourt and Obio/Akpor Local Government Areas of Rivers State.
3. Find out the extent to which integrity influence teachers' job performance in public senior secondary schools in Port Harcourt and Obio/Akpor Local Government Areas of Rivers State.

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### Research Questions

The researcher developed the following research questions that guided the conduct of the study.

1. To what extent does discipline influence teachers' job performance in public senior secondary schools in Port Harcourt and Obio/Akpor Local Government Areas of Rivers State?
2. To what extent does responsibility and accountability influence teachers' job performance in public senior secondary schools in Port Harcourt and Obio/Akpor Local Government Areas of Rivers State?
3. To what extent does integrity influence teachers' job performance in public senior secondary schools in Port Harcourt and Obio/Akpor Local Government Areas of Rivers State?

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### Hypotheses

The following null hypotheses guided the study.

1. There is no significant difference in the mean responses of the male and female teachers on the extent discipline influence teachers' job performance in public senior secondary schools in Port Harcourt and Obio/Akpor Local Government Areas of Rivers State.
2. There is no significant difference in the mean responses of the male and female teachers on the extent responsibility and accountability influence teachers' job performance in public senior secondary schools in Port Harcourt and Obio/Akpor Local Government Areas of Rivers State.
3. There is no significant difference in the mean responses of the male and female teachers on the extent integrity influence teachers' job

performance in public senior secondary schools in Port Harcourt and Obio/Akpor Local Government Areas of Rivers State.

## METHODOLOGY

In carrying out this research, the researcher used descriptive survey design. The essence of this design was to elicit information from the respondents on the above topic. The population of the study consisted of Six Thousand, Nine Hundred (6,900) teachers in public senior secondary schools in Port Harcourt and Obio/Akpor. The sample size of the study was Four Hundred (400) teachers drawn from public senior secondary schools in Port Harcourt and Obio/Akpor. This figure was generated using Taro Yamene formula. The research therefore made use of stratified random sampling technique. The instrument that was used for data collection was a self structured questionnaire. This questionnaire was sub-divided into two parts. The first part was the demographic information about the respondents while the second part consisted of respondents ideas on the subject matter. The instrument used in this study was validated by the research supervisor and two other experts in Measurement and Evaluation, Faculty of Education, Rivers State University. The researcher employed test-retest method to obtain the reliability of the research instrument. 20 copies of the questionnaire were administered twice to a group of people within an interval of two weeks to ascertain the reliability of the instrument. The scores obtained from the two tests were correlated using Pearson Product Moment Correlation Coefficient ( $r$ ) at 0.05 significance level. Thus, a reliability coefficient index of 0.85 was obtained. The data collected was analysed using weighted mean and standard deviation to answer the research questions. The criterion decision rule is that any mean score that was from 2.50 and above were accepted, while the mean score that were less than 2.50 was rejected. The null hypotheses were tested using z-test statistical tool at the 0.05 level of significance.

## RESULT

### Data Presentation

**Research Question 1:** To what extent does discipline influence teachers' job performance in public senior secondary schools in Port Harcourt and Obio/Akpor Local Government Areas of Rivers State?

**Table 1:** Mean and standard deviation analysis on the extent discipline influence teachers' job performance in public senior secondary schools in Port Harcourt and Obio/Akpor Local Government Areas of Rivers State

S/ No	Questionnaire Items	Male Teachers 150			Female Teachers 250		
		Mean $\bar{x}$	SD	Remarks	Mean $\bar{x}$	SD	Remarks
1.	Teachers obeying the rules and norms of their professions enhance their job performance.	2.89	0.85	High Extent	2.95	0.86	High Extent
2.	Discipline in teaching profession helps the teachers to be focused thereby enhancing their job performance.	2.86	0.83	High Extent	2.86	0.84	High Extent
3.	Discipline teachers keep their work as a top priority thereby putting more effort to enhance their job performance.	2.78	0.83	High Extent	2.91	0.85	High Extent
<b>Grand Total</b>		<b>2.84</b>			<b>2.88</b>		

Source: Field Survey, 2022

The analysis in Table 1 above revealed that the respondents agreed on the view that teachers obeying the rules and norms of their professions enhance their job performance. The analysis still indicated that the respondents accepted on the point that discipline in teaching profession helps the teachers to be focused thereby enhancing their job performance. The analysis still indicated that the respondents accepted on the point that Discipline teachers keep their work as a top priority thereby putting more effort to enhance their job performance.

**Research Question 2:** To what extent does responsibility and accountability influence teachers' job performance in public senior secondary schools in Port Harcourt and Obio/Akpor Local Government Areas of Rivers State?

**Table 2: Mean and standard deviation analysis on the extent responsibility and accountability influence teachers' job performance in public senior secondary schools in Port Harcourt and Obio/Akpor Local Government Areas of Rivers State**

S/ No	Questionnaire Items	Male Teachers 150			Female Teachers 250		
		Mean $\bar{X}$	SD	Remarks	Mean $\bar{X}$	SD	Remarks
4.	Accountability makes teacher to work hard and follow accepted professional standard.	2.86	0.84	High Extent	2.91	0.85	High Extent
5.	Teachers' responsibility ensures that students produce better result thereby enhancing their job performance.	2.83	0.84	High Extent	2.95	0.86	High Extent
6.	Responsibility makes teachers to continuously work towards improving their skill thereby improving their job performance.	2.97	0.86	High Extent	2.98	0.86	High Extent
<b>Grand Total</b>		<b>2.90</b>			<b>2.97</b>		

Source: Field Survey, 2022.

The data analysis in Table 2 above indicated that the respondents accepted the point that accountability makes teacher to work hard and follow accepted professional standard. The analysis also showed that the respondents agree on the view that teachers' responsibility ensures that students produce better result thereby enhancing their job performance. The analysis also showed that the respondents agree on the view that responsibility makes teachers to continuously work towards improving their skill thereby improving their job performance.

**Research Question 3:** To what extent does integrity influence teachers' job performance in public senior secondary schools in Port Harcourt and Obio/Akpor Local Government Areas of Rivers State?

**Table 3: Mean and standard deviation analysis on the extent integrity influence teachers' job performance in public senior secondary schools in Port Harcourt and Obio/Akpor Local Government Areas of Rivers State**

S/ No	Questionnaire Items	Male Teachers 150			Female Teachers 250		
		Mean $\bar{X}$	SD	Remarks	Mean $\bar{X}$	SD	Remarks
7.	Integrity requires a genuine commitment of the teacher to duties thereby enhancing the teachers' job performance.	2.83	0.84	High Extent	2.91	0.85	High Extent
8.	Teachers' integrity on honest and straight forward influence teachers' job performance.	2.72	0.82	High Extent	2.86	0.84	High Extent
9.	Teacher's reliability, sincerity and morally upright have positive influence on teachers job performance.	2.75	0.83	High Extent	2.93	0.85	High Extent
<b>Grand Total</b>		<b>2.73</b>			<b>2.90</b>		

Source: Field Survey, 2022.

The analysis in Table 3 above showed that the respondents accepted the point that integrity requires a genuine commitment of the teacher to duties thereby enhancing the teachers' job performance. The table still revealed that the respondents agreed that teachers' integrity on honest and straight forward influence teachers' job performance. It was also observed from the analysis that the respondents accepted the point that teacher's reliability, sincerity and morally upright have positive influence on teachers' job performance.

#### Test of Hypotheses

**Hypothesis 1:** There is no significant difference in the mean responses of the male and female teachers on the extent discipline influence teachers' job performance in public senior secondary schools in Port Harcourt and Obio/Akpor Local Government Areas of Rivers State.

**Table 4:** Z-test Analysis of significant difference in the mean responses of the male and female teachers on the extent discipline influence teachers' job performance in public senior secondary schools in Port Harcourt and Obio/Akpor Local Government Areas of Rivers State.

Status	N	Mean $\bar{X}$	S.D	Df	z-cal	z-crit	Decision
Male Teachers	150	2.84	0.84	398	1.29	1.96	Rejected
Female Teachers	250	2.88	0.85				

The analysis on Table 4 revealed that the z-cal of 1.29 is less than the z-crit of 1.96. Therefore, the calculated z-ratio is not statistically significant at a 0.05 level of significance since it is less than the given critical value of z-ratio. So, the hypothesis 1 is thus accepted and the conclusion is that there is no significant difference in the mean responses of the male and female teachers on the extent discipline influence teachers' job performance in public senior secondary schools in Port Harcourt and Obio/Akpor Local Government Areas of Rivers State.

**Hypothesis 2:** There is no significant difference in the mean responses of the male and female teachers on the extent responsibility and accountability influence teachers' job performance in public senior secondary schools in Port Harcourt and Obio/Akpor Local Government Areas of Rivers State.

**Table 5:** Z-test Analysis of significant difference in the mean responses of the male and female teachers on the extent responsibility and accountability influence teachers' job performance in public senior secondary schools in Port Harcourt and Obio/Akpor Local Government Areas of Rivers State.

Status	N	Mean $\bar{X}$	SD	Df	z-cal	z-crit	Decision
Male Teachers	150	2.90	0.85	398	1.24	1.96	Accepted
Female Teachers	250	2.97	0.86				

The analysis on Table 5 indicated that the z-cal of 2.24 is less than the z-crit of 1.96. Therefore, the calculated z-ratio is not statistically significant at a 0.05 level of significance since it is less than the given critical value of z-ratio. Therefore, the hypothesis 2 is thus accepted and the conclusion is that there is no significant difference in the mean responses of the male and female teachers on the extent responsibility and accountability influence teachers' job performance in public senior secondary schools in Port Harcourt and Obio/Akpor Local Government Areas of Rivers State.

**Hypothesis 3:** There is no significant difference in the mean responses of the male and female teachers on the extent integrity influence teachers' job performance in public senior secondary schools in Port Harcourt and Obio/Akpor Local Government Areas of Rivers State.

**Table 6:** Z-test Analysis of significant difference in the mean responses of the male and female teachers on the extent integrity influence teachers' job performance in public senior secondary schools in Port Harcourt and Obio/Akpor Local Government Areas of Rivers State.

Status	N	Mean $\bar{X}$	SD	df.	z-cal	z-crit	Decision
Male Teachers	150	2.73	0.83	398	2.39	1.96	Accepted
Female Teachers	250	2.90	0.85				

The analysis on Table 6 showed that the z-cal of 2.39 is less than the z-crit of 1.96. Therefore, the calculated z-ratio is not statistically significant at a 0.05 level of significance since it is less than the given critical value of z-ratio. Therefore, the hypothesis 3 is thus accepted and the conclusion is that there is no significant difference in the mean responses of the male and female teachers on the extent integrity influence teachers' job performance in public senior secondary schools in Port Harcourt and Obio/Akpor Local Government Areas of Rivers State.

## Summary of Major Findings

Based on the data analysis, the study summarizes that:

1. Discipline has significant influence on teachers' job performance in public senior secondary schools in Port Harcourt and Obio/Akpor Local Government Areas of Rivers State.
2. Responsibility and accountability have positive influence on teachers' job performance in public senior secondary schools in Port Harcourt and Obio/Akpor Local Government Areas of Rivers State.



3. Integrity influence teachers' job performance in public senior secondary schools in Port Harcourt and Obio/Akpor Local Government Areas of Rivers State.

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### Discussion of Findings

The finding of the study in research question one: to what extent does discipline influence teachers' job performance in public senior secondary schools in Port Harcourt and Obio/Akpor Local Government Areas of Rivers State revealed that discipline has significant influence on teachers' job performance in public senior secondary schools in Port Harcourt and Obio/Akpor Local Government Areas of Rivers State. This finding is in collaboration with Mondy (2018) who admitted that teachers obeying the rules and norms of their professions enhance their job performance. The analysis still indicated that the respondents accepted on the point that discipline in teaching profession helps the teachers to be focused thereby enhancing their job performance. The analysis still indicated that the respondents accepted on the point that Discipline teachers keep their work as a top priority thereby putting more effort to enhance their job performance.

The study in research two: to what extent does responsibility and accountability influence teachers' job performance in public senior secondary schools in Port Harcourt and Obio/Akpor Local Government Areas of Rivers State indicated that responsibility and accountability have positive influence on teachers' job performance in public senior secondary schools in Port Harcourt and Obio/Akpor Local Government Areas of Rivers State. This study is in the same view with Ayeni (2011), who stated that accountability makes teacher to work hard and follow accepted professional standard. The analysis also showed that the respondents agree on the view that teachers' responsibility ensures that students produce better result thereby enhancing their job performance. The analysis also showed that the respondents agree on the view that responsibility makes teachers to continuously work towards improving their skill thereby improving their job performance.

The findings of the study in research question three: to what extent does integrity influence teachers' job performance in public senior secondary schools in Port Harcourt and Obio/Akpor Local Government Areas of Rivers State showed that integrity influence teachers' job performance in public senior secondary schools in Port Harcourt and Obio/Akpor Local Government Areas of Rivers State. This finding is in the same view with Bottery (2018), who reviewed that integrity requires a genuine commitment of the teacher to duties thereby enhancing the teachers' job performance. The analysis still revealed that the respondents agreed that teachers' integrity on honest and straight forward influence teachers' job performance. It was also observed from the analysis that the respondents accepted the point that teacher's reliability, sincerity and morally upright have positive influence on teachers' job performance.

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### Conclusion

The Influence of Educational Ethics on Job Performance of Senior Secondary School Teachers in Port Harcourt and Obio/Akpor Local Government Areas of Rivers State cannot be overemphasized. However, the study concluded that teacher professional ethics like Discipline, responsibility, accountability and integrity have positive and significant influence on teachers' job performance in public senior secondary schools in Port Harcourt and Obio/Akpor Local Government Areas of Rivers State. The study also deduced that teachers maintaining good educational ethics and laws bring about superior value and high standard of the teachers in a school.

### Recommendations

The following recommendations are made for the researcher to achieve the objectives of the study.

1. State government in conjunction with the school management should organize awareness and enlightenment campaign for teachers on the importance of discipline hence it has positive influence on teachers' job performance.
2. Government should ensure that they employ responsible and accountable teachers because it enhances their job performance.
3. Government and non-governmental organization should organize seminar or workshop programmes for all the teachers on how to maintain their integrity hence it enhances their job performance.

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