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Management of Teachers' Ethical Behaviour for Productivity in Public Secondary Schools in Rivers State

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ABSTRACT

The study examined the management of teachers' ethical behaviour for productivity in public secondary schools in Rivers State. Three (3) research questions and 3 hypotheses were answered and tested in the study. The design of the study was a descriptive research design and the population of the study comprises of two hundred seventy-eighty (278) principals in public secondary schools in Rivers State, Nigeria. A purposive stratified sampling technique was adopted in selecting a sample of one hundred, and thirty-four (134) principals in public secondary schools in Rivers State, Nigeria. The instrument of the study was a self-structured questionnaire by the researcher titled "Management of Teachers Ethical Behaviour for productivity in Public SecondarySchools Questionnaire (MTEBPIPsq)" with a reliability coefficient index of 0.91, obtained using Cronbach Alpha model. Mean and standard deviation were used in answering the research questions while z-test was used in testing the hypotheses at 0.05 level of significance. The study revealed that there is no significant difference in the mean ratings scores of male and female principals on the incentive measures school offers and the disciplinary actions school takes in cases of unethical behaviour of teachers in managing teachers' ethical behaviour for productivity in public secondary schools in Rivers State. Also, there is a significant difference between the mean scores of male and female principals on the kinds of monitoring systems school principals have in place in managing teachers' ethical behaviour for productivity in public secondary schools in Rivers State. Based on the finding of the study, it was concluded that a successful management of teachers' ethical behaviour for productivity is achievable if principals have a monitoring system, provide incentives and use appropriate disciplinary measures, where necessary. It was recommended amongst others that school administrators should monitor ethical practices of teachers, and appointment of professionals as teachers in Public Secondary Schools in Rivers State.

INTRODUCTION

It is obvious that every profession have their ethical codes of conduct that describe how their employees are to behave. This code of ethics helps to create a positive working environment. A positive working environment is to create regular, standardized behavior for the people working in that particular profession (Asodike, 2013). Ethics deals with the appropriate behavior expected of employees (teachers inclusive) of any organization (school) or a profession regarding right and wrong; fairness, justice, or faithfulness. These and others are ethical ways employees would act relative to behaving ethically. Ethics is defined as a moral system of a particular school of thought. Ethics has to do with the application of moral values to people's behavior (Grint, 2007). Ethics deals with values relating to human conduct, with respect to rightness or wrongness of particular actions and to the goodness or badness of the motives and ends of such actions.

In schools ethical issues are part and parcel of school life, and are important for all teachers. As public service employees, teachers hold a special position of trust. In their respective roles, teachers exercise powers that have significant impact on the lives of children and young people and as a result, there is a social expectation that these powers will be properly and prudently used. In effect, what teachers know and do has profound effect on the nature and quality of student learning ((Longstaff, 2004). Society needs good teachers, especially a society that is continually changing and developing. Because of this, teachers themselves need to ensure that the professional practice of teaching meets the highest possible ethical standards.These ethical issues frequently arise from decisions which require fair in dealing with others, or saying the truth in any given situation. It is on this premise that teachers are increasingly finding themselves facing ethical dilemmas.

Good behaviour is best learned from childhood, which could be provided by parents, caretakers, the church, the education system or role models in the community. Unethical behaviour on the other hand, has become rampant in organizations, especially in secondary schools, which is likely to cause severe damage to their reputation as well as causing the organization's downfall (Parttison & Edgar, 2011).These ethical dilemmas can be managed or responded to by school administrators in several ways.

School administrators need to create ethically healthy climate for the teachers, where they can do their work productively and confront a minimal degree of ambiguity regarding what constitutes right and wrong. This may require the principals to write and distribute codes of ethics that will guide teachers through ethical dilemmas. Also the principals need to arrange/organize seminars, workshops, conferences and other training programmes to try to improve the ethical behaviour of the teachers. In the training sessions the school authorities can distribute their developed written codes of ethics, which can help to create ethical awareness among teachers in the schools (Sakyi& Nyigmah, 2009). Having understood ethics, ethical behaviour and management of ethical behaviour as it relates to teachers, it is important to understand how it affects service delivery. The essence of management is to make sure that things are done in a most appropriate manner. In this reality, scholars attribute management to different activities.

Teachers' productivity is a measure of jobs which are normally performed by teachers. Secondary school productivity is a measure of the extent to which the secondary school goals are being attained via teacher's dedication and commitment to and performance on the assigned duties. Actually, the productivity of a teacher could be measured through the evaluation of his/her duties and appraisal of the extent to which the educational aim, goals and objectives have been achieved. This assessment could be done through classroom climate and management, assessment of teachers' teaching methodologies and approaches, effective interaction skills, attendance to classes regularly, school discipline and overall school climate (Nakpodia, 2011). Unfortunately, Salith, Famade and Oluwadare (2012) made an observation that there is a general outcry concerning the quality of education especially at the low level of education in which secondary schools are involved. They noted that majority of the teachers at that level were not qualified professionally and as such could not function effectively in this modern society. It therefore goes without argument that measurement of teachers' productivity is a laudable idea for teachers to work hard for optimal productivity. This will not be achieved without ensuring adequate innovative practices of principals in their school environment (Famade, 2011).

Ndungu (2017) stated that the productivity is a deep and profound value of emotional intelligence. It meant aligning with the goals of a group or organization and applying oneself completely for a cause. Simpson and Hood (2010) have however defined productivity in context of the teaching profession. According to them, a productive teacher reflects certain behavioral characteristics. He shows that professional development is a top priority; reflects excitement about teaching and learning; connects with students; show positive attitude about students; is perceptive about student motives, strengths, need and situation. In Rivers State, the productivity of teachers, especially in public senior secondary schools can be measured by certain factors. At the present, teachers seem to be more productive when there is commensurate motivation to their services rendered. Not leaving out the fact that, managementof teachers' behaviour by school principals and strict adherent to lay down rules can commit teachers to their duties.

Statement of the Problem

In the schools, teachers are expected and required to abide by professional codes of ethics which provide a core set of values such as being regular to class and meetings etc. in dealing with their colleagues and students. A defining characteristic of a profession is a spirit of public service. Consistent with this spirit, teachers who are public servants and members of a profession should place the responsibility for the education, welfare, health and safety of their students before their responsibility to sectional or private interests or other members of the profession.

In Nigeria presently, especially Rivers State, it is becoming worrisome to note that some of the teachers in public schools seem not to be abiding by the ethics that are fundamental to good professional practice as well as guiding their work in meeting the educational needs of their students. This could be attributed to the fact that there seems to be minimasupervision in public schools, within Rivers State. Despite some of the unethical behaviors exhibited by teachers, school principals or school authorities seem not to be doing much to respond to this situation. Judging from the outcome of some scholar's researches concerning behaviour of some teachers in schools, it looks as if the school authorities have not done enough to put in place ethical awareness training programmes in schools, neither is there any professional mechanism to check unethical behaviour among teachers (Adeyeye, Aina & Ige, 2012).

Also, the researcher is concerned about productivity of teachers, which probably has its roots in their attitude towards any given tasks. It seems that school administrators in public secondary schools are not making much effort towards making available incentive mechanisms, monitoring system and given disciplinary actions that can help solve unethical behaviour among teachers, which may properly affectproductivity (Famade, 2011). The researcher is bordered that when unethical behaviour of teachers in schools are not responded to, or not appropriately managed by school principals and school authorities, there is tendency that productivity of these teachers will be jeopardized.

Aim and Objectives of the Study

The aim of this study was to investigate management of teachers' ethical behaviour for productivity in public secondary schools in Rivers State. The specific objectives of the study are to:

1. Examine the incentive mechanisms school offers in managing teachers' compliance to ethical behaviour for productivity in public secondary schools in Rivers State.
2. Find out the disciplinary action school take in cases of teachers' unethical behaviour for productivity in public secondary schools in Rivers State.
3. Determine the monitoring system school principals adopt in managing teachers' ethical behaviour for productivity in public secondary schools in Rivers State

Research Questions

The following research questions guided the study:

1. What is the incentive mechanisms school offers in managing teachers' ethical behavior for productivity in public secondary schools in Rivers State?
2. What are the disciplinary actions school take in cases of unethical behaviour of teachers for productivity in public secondary schools in Rivers State?
3. What kinds of monitoring system do school principals adopt in managing teachers' ethical behaviour for productivity in public secondary schools in Rivers State?

Hypotheses

The following research hypotheses were tested at 0.05 alpha level of significance.

1. There is no significant difference in the mean responses male and female principals on the incentive measures school offers in managing teachers' ethical behaviour for productivity in public secondary schools in Rivers State.
2. There is no significant difference in the means responses of male and female principals on the disciplinary actions school take in cases of unethical behaviour of teachers for productivity in public secondary schools in Rivers State.
3. There is no significant difference between the mean scores of male and female principals on the kinds of monitoring systems school principals have in place in managing teachers' ethical behaviour for productivity in public secondary schools in Rivers State

REVIEW OF LITERATURE

Theoretical Framework

The theoretical framework in this study hinges on theory of consequentialism propounded by Anscombe in 1958.The theory came about from her essay 'Modern Moral Philosophy'. This theory of consequentialism belongs to the class of normative ethical theories that hold that the consequences of one's conduct are the ultimate basis for any judgment about the rightness or wrongness of that conduct. From a consequentialist point of view, a morally right act is one that produces a good outcome or consequence. The theory relates to the current happenings in schools in the sense that teachers are expected to discharge their duties with ethically sound principles. This means that secondary school administrators will create an environmental climate that will encourage all key players in secondary education to function effectively in line with established ethical standards. Consequentialism theory is the class of normative ethical theories holding the consequences of one's conduct as the ultimate basis for any judgment about the rightness or wrongness of that conduct. Thus, from a consequentialist standpoint, a morally right act (or omission from acting) is one that will produce a good outcome, or consequence.

Consequentialism is primarily non-prescriptive; meaning the moral worth of an action is determined by its potential consequences, not by whether it follows a set of written edicts or laws. One example would entail lying under the threat of government punishment to save an innocent person's life, even though it is illegal to lie under oath. The theory is usually contrasted with deontological ethics in which rules and moral duty are central, derives the rightness or wrongness of one's conduct from the character of the behaviour itself rather than the outcomes of the conduct. It is also contrasted with virtue ethics, which focuses on the character of the agent rather than on the nature or consequences of the act (or omission) itself, advancing socially over the course of many a life time, such that any moral criterion is subject to revision. This theory defines moral goods. Scanlon, in Scheffler (1998) advances the idea that human rights, which are commonly considered a "deontological" concept, can only be justified with reference to the consequences of having those rights.

Conceptual Review

Management is very important in every organization including schools. It is widely used to refer to utilization of scarce resources available to a particular organization. It can also be used to refer to those responsible for the affairs of an organization; those who are responsible for decision-making processes in that organization, especially as it relates to achievement of organizational goals and objectives. This is why Weihrich, Cannice and Koontz in Suanukordo (2018) points out that management involves maintaining a working environment where people work together to achieve organizational goals.

Teachers show that they keep to the tenets of work ethics through their attitude, integrity, and responsibility. That is the reason work ethics can be referred to as moral principles which deal with the knowledge of what is right and wrong including moral duty (Cherrington, Quinu, Yankelorich &Immerwahr, 2007). In schools teachers are expected to observe school regulations which specify the rules of conduct within the system. In general, ethical behavior of teachers is reflected in their values of life which depend on the environment in which they are working.

Adeyeye, Adeniji, Osinbanjo and Oludayo (2015) argued that ethical behavior and the prevailing systems of employment relations in any work organization is very crucial for general development, the production of goods and services, both for domestic consumption and international trade or exchange, creation of national wealth, the attainment of political stability and the inclusive benefits of sustainable human development. In other words, how well individuals adhere to ethical standards, obviously, determines the well being of the organization and all of its stakeholders, the organization's stakeholders, the organization's productivity and the subsequent profitability, as well as the macroeconomic growth and development of the nation (Adeyeye, Aina & Ige, 2012). Adeyeye et al (2015) go on to conclude that any behavior contrary to the expectations of the actors would rather hinder the trajectory of production processes and the development of the organizations

Incentives Offering in Managing Ethical Behaviour forProductivityin Schools

Incentives are benefits which are given to employees to motivate them for better behavoiur and performance. It appears that one of the measures to safeguard ethical conduct in school organizations is to provide the teachers with adequate and fair compensation. This is to say that ethical dilemmas can arise in the ways that organizations, including schools, design incentive programmes that are supposed to encourage high levels of employee performance. According to Robbins, Coulter and Stuart-Kotze (1997), those programmes may be in the form of monetary or travel incentives. These incentives should be attractive enough to encourage staff for repetition of desired behavior.

Disciplinary Actions in Managing Unethical Behaviour for Productivity in Schools

In schools teachers are expected to co-operate and behave in a normal and orderly way as any reasonable person would expect an employee to do. This has become imperative since the goal of any organization or establishment is to enhance workers' satisfaction that would lead to higher productivity and profitability. According to Vonai (2013), this can be realized where there are rules and regulations governing the conduct of the people at work. The truth is that absence of these rules and regulations will lead to anarchy, and workers' dissatisfaction, which are antithetical to the basic principles that informed the establishment of such organizations. In this case, workers who display unethical behavior are capable of infecting others with bad morals.

However, individuals enter the workplace with their own unique abilities, attitudes, values and perceptions, and this in itself can be a source of conflict in the school organization. In the same vein, in a formal organization or establishment, as a result of conflicting interests, and acquisitive nature of some people, the behavioural attitude of such people is deviant from the ethos, rules and regulations of the organization (Knight & Ukpere, 2014). When school authorities uncover deviance from the ethos of the school, they must not only punish the wrongdoer, they must publicize the fact and make the outcome visible for all to see.One of the reasons for applying disciplinary measures against professional unethical conduct on the part of the teachers is that teachers should be role models, inspiration, motivators and leaders to their students. This is to say that in cases where there is lack of professional ethics that will impact the development of students (Sherpa, 2018).

Monitoring System in Managing Ethical Behaviour for Productivity in schools

One system in monitoring ethical behavior in school administration is to always supervise the activities of the teachers in the day-to-day discharge of their duties. Supervision is highly indispensable in any organization that intends to achieve quality and efficiency. It is through the process of supervision that teachers' performances of tasks are monitored. This is one of the reasons why Ogbizo (2011) argued that supervision is a major function of the school head, which is the internal administrative role of the head teacher of a school. It is aimed to stimulate, guide and oversee all factors that will lead to enhance teacher quality and acceptable educational outcomes. The enhancement of educational outcomes will not overlook the importance of teachers' ethical behavior.

Sonko (2010) opined that ethics and morals of public officials are regularly monitored through surveillance reports. School authorities should equally make sure that facilities such as secret cameras and other monitoring devices should be planted as a way of monitoring and checking the conduct of teachers while in their schools. Also, not only that school authorities should ensure that handbooks on code of conduct are provided to every teacher, and signing of anti-social form by teachers should be taken as pre-requisite for hiring teachers. This should be coupled with regular orientation of newly hired teachers as an adequate plan for teachers to accommodate the various facets of the school system (Wosowei, Nwafor & Nwogu, 2016).

Schedler (2009) argued that internal rules and norms as well as independent commissions are mechanisms to hold civil servant accountable for their behavior within the administration. Within these organizations, behaviour is bound by rules and regulations, that workers are subordinates in a hierarchy and accountable to superiors. Because of these facts, there is need for a 'watchdog' to scrutinize and hold workers accountable. Apart from internal checks, some 'watchdog' units accept complaints from workers.

Frank (2010) investigated unethical behavior of secondary school teachers in Rivers State.The results of the study revealed that most secondary school administrators in Rivers State violate the ethics of their profession, and that unethical behavior included the embezzlement of school funds, examination malpractice among others. The study also showed that the cause of unethical behavior was non-payment or irregular payment of salaries.A study by Anosike (2002) investigated secondary school teachers and their work ethics in secondary schools in the South-East zone of Nigeria.The findings showed that secondary school teachers in the state were absenting themselves from school without permission, they leave school premises during school hours without entry in the school movement book, collude with school principals and bursars to embezzle school funds, and collect money from parents in order to pass their children in examinations and so on.

Furthermore, Anyaogu (2007) carried out a study on ethical conduct among academic staff of Alvan Ikoku Federal College of Education, Owerri.The findings revealed that the level of ethical conduct exhibited towards work among academic staff falls below average. Inadequate facilities, large number of students to teach was found to be sore and severe on student academic performance and discipline.A study by Ikeogu (2016) examined teachers' work ethics in secondary schools in Anambra State.The findings revealed that there was no significant difference in the mean responses of male and female principals on the teachers' observance of work ethics in relation to administrative duties, academic work and challenges to observation of work ethics by teachers in secondary schools in Anambra State.

Another related study was conducted by Nwafor (2018) on ethical practices of school principals in the administration of secondary schools in Abia State.The findings revealed that the types of ethical practices in secondary schools included assigning grades to students based on merit, evaluation of students based on curricular content and coverage, disciplining students in line with established standards in the school system as well as conducting examinations and tests within established institutional standards; most of the practices of secondary school principals in the administration of staff personnel, student issues, academic matters, administration of school facilities and finance were unethical; the challenges to administration of secondary schools included deficiencies in ethical codes of implementation, lack of exemplary leadership, ineffective reward and punishment system, poor ethical awareness, poor ethical decision making abilities of teachers and so on.

METHODOLOGY

This study adopted a descriptive survey research design. The population of the study comprises of two hundred seventy-eight (278) principals in public senior secondary schools in Rivers State, Nigeria. A purposive sampling technique was adopted in selecting a sample of one hundred, and thirty-four (134) principals in public senior secondary schools in Rivers State, Nigeria. This represents 48% of 278 principals in public senior secondary schools in Rivers State. A 25-item self-designed questionnaire titled "Management of Teachers' Ethical Behaviour for productivity in secondary school Questionnaire (MTEBPSsq)" was used to generate information for the study.

MTEBP consisted of two sections A and B. Section A contained simple questions on demographic variables while section B, consists of 25items questions designed to illicit responses to the two research questions. Responses to items on each section were coded along a modified four likert Scale of Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1). The reliability index of the instrument was established using the test retest. It yielded 0.91 showing that the instrument was strongly reliable. Data obtained from the administered instrument were analyzed using SPSS. In answering the research questions, mean and standard deviation were used, while z-test was implored in testing hypotheses at 0.05 level of significance. 2.50 served as the criterion mean.

DATA ANALYSIS

Research Question One: What is the incentive mechanisms school offers in managing teachers' ethical behavior for productivity in public secondary schools in Rivers State?

Table 1: Mean $(\bar{x})$ and Standard Deviation (SD) on the Responses of Male and Female Principals on the incentive mechanisms school principals offer in managing teachers' ethical behavior for productivity in public secondary schools in Rivers State

S/No	Items	Male Principals		Female Principals		Remark
		$\bar{x}$	SD	$\bar{x}$	SD	
1	There is a fair compensation system for staff	2.39	1.04	2.41	1.10	Disagree
2	There are incentive programmes that encourage high level of staff performance	2.44	1.10	2.39	1.04	Disagree
3	Teachers are not given money incentive to encourage good behavior	3.18	0.75	2.73	0.97	Agree
4	In some cases there are travel incentives to encourage ethical behavior	2.26	1.06	2.36	1.15	Disagree
5	Well-behaved staff are compensated with training programme attendance	2.92	0.89	2.59	1.03	Agree
6	There is fair employment laws to stimulate staff for good behavior	2.32	1.11	2.23	1.09	Disagree
7	No incentive mechanism for ethical behaviour in our school	2.99	0.85	2.71	0.98	Agree
	Average	**2.64**	**0.97**	**2.50**	**1.05**	

Data on Table 1 show that few of the items had weighted mean scores above the criterion mean of 2.50 and were seen as the incentive mechanisms school principals' offer in managing teachers' ethical behavior for productivity in public secondary schools in Rivers State. In summary, with an aggregate weighted mean of 2.56 which is above the criterion mean of 2.50, the respondents agreed that teachers are not given monetary incentive to encourage good behavior, well-behaved staffs are compensated with training programme attendance and there are incentive mechanisms for ethical behaviour in schools.

Research Question Two: What are the disciplinary actions school take in cases of unethical behaviour of teachers for productivity in public secondary schools in Rivers State?

Table 2: Mean $(\bar{X})$ and Standard Deviation (SD) on the Responses of Male and FemalePrincipals on the disciplinary actions school principals take in cases of unethical behaviour of teachers for productivity in public secondary schools in Rivers State

S/No	Items	MalePrincipals		FemalePrincipals		Remark
		$\bar{x}$	SD	$\bar{x}$	SD	
1	Principals issue written warning	2.83	0.98	2.65	1.01	Agree
2	Issuing of oral warning	3.11	0.61	2.75	0.98	Agree
3	Principals use counseling as corrective measure	2.45	1.07	2.46	1.06	Disagree
4	Principals discipline teachers through financial punishment	2.45	1.07	2.43	1.03	Disagree
5	They transfer teachers to other duties	3.13	0.77	3.18	1.06	Agree
6	Principals reduce teachers' incremental point	2.33	1.03	2.35	1.05	Disagree
7	They apply temporary suspension on teachers	2.95	0.91	3.03	0.59	Agree
8	Principals use permanent suspension	3.06	0.86	3.16	0.62	Agree
9	Such teachers are terminated from employment	2.33	1.03	2.34	1.05	Disagree
10	Sometimes principals overlook the offences	3.11	0.61	2.75	0.98	Agree
	Average	**2.78**	**0.89**	**2.71**	**0.94**	

Data on Table 2 show that most of the items had weighted mean scores above the criterion mean of 2.50 and were seen as the disciplinary actions school principals take in cases of unethical behaviour of teachers for productivity in public secondary schools in Rivers State. In summary, with an aggregate weighted mean of 2.74 which is above the criterion mean of 2.50, the respondents agreed that principals issue written warnings, issue oral warnings, transfer teachers to other duties, apply temporary suspension of teachers, they use permanent suspension and sometimes they overlook the offences.

Research Question Three: What kinds of monitoring system do school principals have in place in managing teachers' ethical behaviour for productivity in public secondary schools in Rivers State?

Table 3: Mean $(\overline{X})$ and Standard Deviation (SD) on the Responses of Male and FemalePrincipals on the kinds of monitoring system school principals have in place in managing teachers' ethical behaviour for productivity in public secondary schools in Rivers State

S/No	Items	MalePrincipals $\overline{x}$	SD	FemalePrincipals $\overline{x}$	SD	Remark
1	Creation of whistle-blowers	2.45	1.03	2.44	1.08	Disagree
2	Planting of secret cameras	2.47	1.01	2.43	1.06	Disagree
3	Regular signing of anti-social forms	3.03	0.77	2.87	1.01	Agree
4	Making use of surveillance reports	3.04	0.79	2.83	0.97	Agree
5	Supervision of daily activities of teachers in and outside the classroom	3.09	0.74	2.78	0.98	Agree
6	Committees are in place for monitoring staff	2.80	0.96	2.84	0.89	Agree
7	There is Promotion of ethical and policy-based decisions to monitor staff	3.05	0.77	2.38	1.10	Agree
8	No monitoring system for ethical behaviour in our school	3.15	0.62	2.83	0.95	Agree
	Average	**2.89**	**0.84**	**2.68**	**1.01**	

Data on Table 3 show that most of the items had weighted mean scores above the criterion mean of 2.50 and were seen as the kinds of monitoring system school principals have in place for managing teachers' ethical behaviour for productivity in public secondary schools in Rivers State. In summary, with an aggregate weighted mean of 2.78 which is above the criterion mean of 2.50, the respondents agreed that regular signing of anti-social form, making use of surveillance reports, supervision of daily activities of teachers in and outside the classroom, committees are in place for monitoring staff, promotion of ethical and policy-based decisions to monitor staff and monitoring system for ethical behaviour in our schools are the kinds of monitoring system school principals have in place in managing teachers' ethical behaviour for productivity in public secondary schools in Rivers State.

Hypotheses

The null hypotheses formulated for the study were tested using z-test analysis, which is a test of difference of mean.

HO$_1$: There is no significant difference between scores of male and female principals on the incentive measures school offers in managing teachers' ethical behaviour for productivity in public secondary schools in Rivers State.

Table 4: Summary of z-test Analysis on the difference of Male and Female Principals on the incentive measures school principals' offer in managing teachers' ethical behaviour for productivity in public secondary schools in Rivers State

Principals	N	$\overline{X}$	SD	Level of sig	Df	z-cal	z-critical	Decision
Male	84	2.64	0.97					
				0.05	132	1.43	1.96	Ho$_1$ Accepted
Female	50	2.50	1.05					

Data on the Table 4 revealed the summaries of Subject, mean, standard deviation and z-test of difference between the mean scores of male and female principals on the incentive measures school principals offer in managing teachers' ethical behaviour for productivity in public secondary schools in Rivers State. The calculated z-test value used in testing hypothesis stood at 1.43, while z-critical value stood at 1.96 using 132 degree of freedom at 0.05 level of significance.

At 0.05 level of significance and 132 degrees of freedom, the calculated z-value of 1.43 is less than the z-critical value of 1.96. Hence there is no significant difference between the responses of the respondents. Consequently, the researcher failed to reject the null hypothesis, and concluded that there is no significant difference between scores of male and female principals on the incentive measures school offers in managing teachers' ethical behaviour for productivity in public secondary schools in Rivers State.

HO$_2$: There is no significant difference between the means scores of male and female principals on the disciplinary actions school take in cases of unethical behaviour of teachers for productivity in public secondary schools in Rivers State.

Table 5: Summary of z-test Analysis on the difference of Male and FemalePrincipals on the disciplinary actions school principals take in cases of unethical behaviour of teachers for productivity in public secondary schools in Rivers State

Principals	N	$\overline{X}$	SD	Level of sig	Df	z-cal	z-critical	Decision
Male	84	2.78	0.89					
				0.05	132	0.79	1.96	Ho$_2$ Accepted
Female	50	2.71	0.95					

Data on the Table 5 revealed the summaries of Subject, mean, standard deviation and z-test of difference between the mean scores of male and femaleprincipals on the disciplinary actions school principals take in cases of unethical behaviour of teachers for productivity in public secondary schools in Rivers State. The calculated z-test value used in testing hypothesis stood at 0.79, while z-critical value stood at 1.96 using 132 degree of freedom at 0.05 level of significance.

At 0.05 level of significance and 132 degrees of freedom, the calculated z-value of 0.79 is less than the z-critical value of 1.96. Hence there is no significant difference between the responses of the respondents. Consequently, the researcher failed to reject the null hypothesis, and concluded that there is no significant difference between the means scores of male and female principals on the disciplinary actions school take in cases of unethical behaviour of teachers for productivity in public secondary schools in Rivers State.

HO$_3$: There is no significant difference between the mean scores of male and femaleprincipals on the kinds of monitoring systems school principals have in place in managing teachers' ethical behaviour for productivity in public secondary schools in Rivers State.

Table 6: Summary of z-test Analysis on the difference of Male and FemalePrincipals on the kinds of monitoring systems school principals have in place in managing teachers' ethical behaviour for productivity in public secondary schools in Rivers State

Principals	N	$\overline{X}$	SD	Level of sig	Df	z-cal	z-critical	Decision
Male	84	2.89	0.91					
				0.05	132	2.33	1.96	Ho$_3$ Rejected
Female	50	2.68	0.93					

Data on the Table 6 revealed the summaries of Subject, mean, standard deviation and z-test of difference between the mean scores of male and femaleprincipals on the kinds of monitoring systems school principals have in place for managing teachers' ethical behaviour for productivity in public secondary schools in Rivers State. The calculated z-test value used in testing hypothesis stood at 2.33, while z-critical value stood at 1.96 using 132 degree of freedom at 0.05 level of significance.

At 0.05 level of significance and 132 degrees of freedom, the calculated z-value of 2.33 is greater than the z-critical value of 1.96. Hence there is a significant difference between the responses of the respondents. Consequently, the researcher rejected the null hypothesis, and concluded that there is a significant difference between the mean scores of male and femaleprincipals on the kinds of monitoring systems school principals have in place in managing teachers' ethical behaviour for productivity in public secondary schools in Rivers State.

Discussion of Findings

Incentive measures school principals offer in managing teachers' ethical behaviour for productivity in public secondary schools

From the study, the respondents agreed that teachers are not given monetary incentive to encourage good behavior, well-behaved staffs are compensated with training programme attendance and there are no incentive mechanisms for ethical behaviour in the school. According to Robbins, Coulter and Stuart-Kotze (2011), some of the programmes that can cope unethical behaviour among teachers, may be in the form of monetary or travel incentives. These incentives should be attractive enough to encourage staff for replication of desired behaviour.

Many types of training may exist in organizations as incentives, such as job-skill training, supervisory training, management development, and employee development among others (Yazdani& Imanipour, 2016). A study was conducted by Nwafor (2018) on ethical practices of school principals in the administration of secondary schools in Abia State. The findings revealed that the types of ethical practices in secondary schools included assigning grades to students based on merit, evaluation of students based on curricular content and coverage, disciplining students in line with established standards in the school system as well as conducting examinations and tests within established institutional standards. Also, Anyaogu (2007) carried out a study on ethical conduct among academic staff of Alvan Ikoku Federal College of Education, Owerri. The findings revealed that the level of ethical conduct exhibited towards work among academic staff falls below average. Inadequate facilities, large number of students to teach was found to be sore and severe on student academic performance and discipline. The implication is that in order to safeguard ethical conduct in school organizations, there should be provision of adequate and fair compensation for teachers, as this will enhance their productivity.

Disciplinary actions school principals take in cases of unethical behaviour of teachers for productivity in secondary schools

From the study, the respondents agreed that principals issue written warning, issue oral warning, they transfer teachers to other duties, they apply temporary suspension on teachers, principals use permanent suspension and sometimes they overlook the offences. One of the reasons for applying disciplinary measures in the absence of professional ethical conduct on the part of the teachers is that teachers should be role models, inspirers, motivators and leaders to their students. This is to say that in cases where there is lack of professional ethics it will impact the development of students (Sherpa, 2018).

Bergmart (2009) investigated schools as the site for ethical practices. His findings revealed the essential values for teachers and students in schools such as openness, communication, trust, care, truth, empathy, justice, mutual learning, and appreciation. Another related study was conducted by Nwafor (2018) on ethical practices of school principals in the administration of secondary schools in Abia State. The findings revealed that the types of ethical practices in secondary schools included assigning grades to students based on merit, evaluation of students based on curricular content and coverage, disciplining students in line with established standards in the school system as well as conducting examinations and tests within established institutional standards; most of the practices of secondary school principals in the administration of staff (personnel), student issues, academic matters, administration of school facilities and finance were unethical. The challenges to administration of secondary schools included deficiencies in ethical codes of implementation, lack of exemplary leadership, ineffective reward and punishment system, poor ethical awareness and poor ethical decision making abilities of teachers. This implies that when high ethical standards are achieved in any organizational setting, discipline becomes inevitable which invariably has impact on an employee's effectiveness and performance at work.

Kinds of monitoring systems school principals have in place for managing teachers' ethical behaviour for productivity in public secondary schools

From the study, the respondents agreed that regular signing of anti-social forms, making use of surveillance reports, supervision of daily activities of teachers in and outside the classroom, committees are in place for monitoring staff, promotion of ethical and policy-based decisions to monitor staff and monitoring systems for ethical behaviour in our schools are the kinds of monitoring system school principals have in place for managing teachers' ethical behaviour for productivity in public secondary schools in Rivers State.

Sonko (2010) stated that ethics and morals of public officials are regularly monitored through surveillance reports. School authorities should equally make sure that facilities such as secret cameras and other monitoring devices should be planted as a way of monitoring and checking the conduct of teachers while in their schools. This agrees with the findings of the present study. Sakyi and Nyigmah (2014) investigated challenges in implementing code of conduct practices within the public sector in Anglophone West African countries. The findings revealed that all the countries were making frantic efforts at improving the ethical conduct of public sector managers through the introduction of various forms of measures including codes of conduct as the key component. However, the practical application of the codes of conduct remained limited. This implies that in order to monitor ethical behavior in school administration, supervising the activities of the teachers in the day-to-day discharge of their duties is important. In other words, supervision is highly indispensable in any organization that intends to achieve quality and efficiency. It is through the process of supervision that teachers' performances of tasks are monitored.

Conclusion

Based on the findings of the study, it is concluded that a successful management of teachers' ethical behaviour for productivity is achievable if principals have a monitoring system, provide incentives and use appropriate disciplinary measures, where necessary.

Recommendations

Based on the findings and conclusions of the study, it is recommended as follows:

1.   School administrators should monitor ethical practices of teachers, and appointment of professionals as teachers.

2.   Rewards and incentives should always be given to best behaved teachers at the end of each term, in order to encourage good behaviour among staff.

3.   Disciplinary measures should be adopted by school administrators against unethical behaviour among teachers.

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