



Administrative Challenges in the Implementation of Ethical Values in Public Senior Secondary Schools in Rivers State

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Abstract: This study investigated the administrative challenges in the implementation of ethical values in public senior secondary schools in Rivers State. Three objectives and three research questions were used. Descriptive survey design was adopted. The population of the study consisted of 831 while the sample size consisted of 449 (54% population size) administrators in the public senior secondary schools in Rivers State. The random sampling techniques were adopted (administrators, homogenous). The instrument for data collection was 15-item questionnaire titled: 'Administrative Challenges Implementation Questionnaire (ACIQ)' on 4-point modified Likert rating scale. The reliability coefficient of 0.85 was obtained, showing stability and dependability of the research instrument. Data collated were equally analyzed using mean score at 2.50 rating in order to answer all the research questions. Any mean that rated above the bench mark of 2.50 was regarded as agree while mean rated below the bench mark (2.50) was regarded as disagree. Findings shows administrators' positive reactions on types, factors (causes) and influences (consequences) responsible for the unethical practices that negate administrators' implementation of ethical values in senior secondary school in Rivers State while it was recommended that Government including education stakeholders such as the administrative heads should ensure that various types of unethical practices are curtailed to the barest minimum in the secondary schools. Laws, regulations and sanctions should strictly be adhered to and continuous training, orientation, seminars and workshops on ethics should be organized regularly for all staff and students.

Key words: Administrative Challenges, Implementation, Ethical Values, Types, Factors (Causes), Influences (Consequences) and Unethical Practices

Introduction

Leadership is very important in the school system because without it, the goals of its establishment may be difficult to attain. It is the school administrators that manage both human and material resources and create the necessary climate for productivity. (Arikewuyo, 2007) opined that educational leaders or administrators provide direction and advice on the development of learning, teaching and curriculum. He maintained that the administrator's diagnosis of educational problems, and encourages professional development and teaching improvement.

Secondary school is the third cadre in the academic hierarchy whose mandate is to provide quality academic and administrative education services for citizens of the country. The Federal Republic of Nigeria (2014) in the National Policy document highlighted the goals of education as: to produce highly motivated, conscientious and efficient administrators at all levels of our educational system; encourage further the spirit of enquiry and creativity in administrators; help administrators to fit into social life of the community and the society at large and enhance their commitment to national goals; provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations; and enhance administrators - teachers' commitment to the academic profession. In order to carry out these roles efficiently, it means that all administrators must be professionally trained and inculcated with the ethical values and code of conduct of the administrative profession. According to Teachers Registration Council -TRCN of Nigeria (2013: VI), no profession can stand without clearly defined "dos" and "don'ts" which represents the core values that the profession shares and holds TENACIOUSLY.

Since administration in particular deals with the moulding of character of humanity and itself must rest on a set of solid, tested and proven ethical framework that guarantees the very best atmosphere and trust in the administrative process (TRCN, 2013). Therefore, this means that for effective management of secondary education, administrators must maintain good working ethics and high moral standards to achieve its objectives. But in most situations one finds a situation (s) or extreme cases where ethics in the workplace are highly bridged and unethical practices flourish and this includes the school system. As long as human beings interact and relate together with one another, there is usually the presence of both ethical and unethical practices in the secondary education.

This is because no two human beings are the same and ethics deals on values displayed by individuals and people's value differs also. One's value highly influences his/her actions and performance in the secondary education. The performance of every secondary education is tied to the performance of every member of staff which is influenced by ethics and one's code of conduct. Omisore and Oyende (2015) opined that values are the foundation upon which individual ethics and attitudes are built. The implementation of these three components (attitude, ethics and values) shapes an individual's character. A person's character is manifested in his/her words and actions (behaviour). Therefore, the implementation of work ethics an individual displays come from his/her values. Our values are dependent on our environment, experiences and life-long influences. These influences include: our parents, administrators, teachers, friends, peers, and competitors, among others, anyone or anything that has helped to shape or form our opinion of the world (Omisore & Oyende, 2015).

Furthermore, the implementation of ethics on the other hand can simply be referred to as a set of principles relating to morals, especially as they apply to human conduct. In specific terms, work ethics is about what is morally correct, honourable and acceptable to the larger majority of the people of secondary education, society or group. It is also the rules of conduct that have become a set of norms of the society or secondary education (Omisore & Oyende, 2015). Ethics deals with the guidelines or rules of conduct by which we aim to live, work and socialize. It connotes what is good or not good, what is morally right or wrong, what is acceptable in a given environment or not, what is expected or not of a person (Kanu & Ursula, 2012).

According to Oguleye (2000), in the general administration of secondary education, implementation of ethical behaviour and standards is expected of all – be it teaching or teaching staff, non-teaching staff, students and likewise their parents and guardians. Ethical behaviour therefore occurs when one acts with equity, fairness and impartiality and respects the rights of

others, or simply put, when one does what is morally right. According to Manuel, Claire, Thomas and Michael (2012), implementation of ethical values referred to well-founded standards of right and wrong that prescribe what humans ought to do, usually in terms of rights, obligations, benefits to society, fairness, or specific virtues.

To Manuel et al. (2012), being ethical is also not to be confined to or the same as following the law or religion; neither does it relate to or the same as doing "whatever society accepts" because most times standards of behaviour in society can deviate from what is ethical. An entire society can become ethically corrupt; Nazi Germany is a good example of a morally corrupt society (Manuel et al., 2012). Ethics, for example, refers to those standards that impose the reasonable obligations to refrain from rape, stealing, murder, assault, slander, examination malpractices and fraud. Ethical standards also include those that enjoin virtues of honesty, compassion, and loyalty. And, ethical standards include standards relating to rights, such as the right to life, the right to freedom from injury, and the right to privacy. Such standards are adequate standards of ethics because they are supported by consistent and well-founded reasons (Manuel et al., 2012).

Nevertheless, unethical behaviours occur when decisions enable the secondary education to gain at the expense of the larger society (Ogunleye, 2000). Ethical issues relates to issues concerning rape, indiscipline, dishonesty, gangsterism, staff criticism, gossip, sexual harassment and molestation related to abuse of office, drug abuse, cultism, intimidation, bribery and corruption, embezzlement of funds, greed, stealing, murder, assault, slander, fraud, examination malpractices and any kind of malpractice of sort, kidnapping, among others (TRCN, 2013).

In view of this worrisome trend and situation, the management of secondary education, without Rivers State as an exception, is put in jeopardy (Kanu & Ursula, 2012). There are however, several causes and factors responsible for these unethical practices in the secondary education. They reported several acts of indiscipline, which had their roots in socio-cultural patterns in the; political process, economic system, psychological orientation, family background, leadership behaviour, value system, legal/ judicial system, modernization process, majorly due to management slacks, lack of motivation and lack of commitment to religious tenets that have cripple the secondary education.

These had made the secondary education attainment of national development goal difficult and equally resulted in low performance of organizations in Nigeria and which also includes other levels of education. Ethical problems have forced various governments in Nigeria since the 1976 administration to introduce one form of legislation or the other to curb this monster. Since, 1997 and up to 2003, Nigeria had consistently been listed as one of the corrupt countries in the world by Transparency International. In its 2001 annual corruption index released by Transparency International (TI), Nigeria was second to the Asian country of Bangladesh. Other factors as highlighted by Anzene (2014) and Ogundele, Hassan, Idris, Adebakin and Iyiegbuniwe (2010) study include: lack of facilities, gender, age, marital status with its responsibility, inability to cope with stress, employment status, nature of employment, income level, lack of morals and education status distribution, work experience and commitment to organization. These unethical practices have great consequences or influence in the management of secondary education. Ogundele et al. (2010) identified the following as consequences and influence of unethical practices to the Nigerian society as that: it leads to unpredictable behaviour in our economic, political and other interactions with foreign organizations. This could lead to lack of attractiveness of investment opportunities to foreign investor especially in education in Rivers State.

Notwithstanding, solutions to unethical behaviour must focus on changing students in secondary education by employing the following approaches as identified by Lawal (2002) and Ogundele et al. (2010): values related curriculum, legal/judicial sanctions, religious orientation, managerial, leadership, family, socio-cultural, educational, training and development of administrators.

These are some of the ways of solving several problems created by corruption and bribery in African businesses. In addition, ethical issues in secondary education deals with a problem or situation that requires the students or institution to choose between alternatives that must be evaluated as right (ethical) or wrong (unethical) (Business Dictionary, 2015). Here, this requires that every student within the secondary education to work towards achieving the goals set by the institution which falls within an established set of moral guidelines or fair educational practices. It also requires that administrators should relate with one another in the school system with equitable, fair and just while dealing with the students. That is why in most public schools and professions, there is code of conduct which is ethical principles that guides school administrator's actions, behaviour and their relationships with other people and their job. Failure to maintain good work ethics in the secondary education have great consequences and influences on the management vis-à-vis national development and environmental sustainability (Ogundele et al., 2010).

Conceptual Reviews

The Concept of Administrator's Administrative Roles in Secondary Schools

The principal is the administrative head of the secondary school in Nigeria As a leader; he has several roles to perform. Okoobo, in Achuonye and Nwiyi (2010) identified the role of school administrators irrespective of the background to include;

- i. Supervision of instruction
- ii. Administration of staff
- iii. Administration of finance resources
- iv. Administration of a healthy relationship between the school and community
- iv. Provision of guidance and counseling services

Furthermore, administrators are expected to carry the ultimate responsibilities for all the academic, social, and corporate life of a school. They will be held responsible for the success of the school in all areas. They will receive parents and visitors to the school and will execute appropriate measures to promote a good image of the school qualities that would contribute to their excelling in the performance of these duties according to Okoobo, cited in Achuonye and Nwiyi, (2010) include:

- a) Familiarity with trends in educational issues and administration,
- b) Personal attributes as a listener,
- c) Ability to adopt and adjust rapidly to a new situation,
- d) General comportment and ability to withstand stress, and
- e) Love for the job.

In the light of the roles played by school administrators, it is pertinent to note that due to some challenges facing the organization of secondary schools in Nigeria, the administrators seem to be unable to perform the prescribed roles as identified by the scholars (Okoobo, cited in Achuonye and Nwiyi, 2010).

The Concept of Administrative Challenges

Challenges are obstacles or difficulties encountered in the course of discharging functions; which have the tendency to hinder the goal accomplishment of institutions. Challenges cause worry or

perplexity; according to Cruickshank, Bainer and Metcaf in Oreodein (2006), a challenge is “something you need or want to do but cannot do it because of obstacles or hindrances”. It is believed that if the hindrances or obstacles are removed, the objectives would probably be achieved. They are challenges, which militate against the proper function of implementing the organization’s policy. The management of schools are faced with problems which range from inadequate funding; explosion of students population on management, inadequate school facilities on school management, the effect of inadequate information and communication technology facilities, politics, attitude of parents among others.

However, according to Cruickshank, Bainer and Metcaf in Oreodein (2006), the population explosion of students’ enrolment in schools however has been without the corresponding improvement in the supply of the necessary resources in the schools, which makes the situation pose challenges than prospects.

1. Inadequacy of facilities available for all students in schools. Facilities that were meant to cater for only 300 students have to be used by 1000 students without addition or modification (unethical situation or state). Facilities such as libraries, classrooms, workshops, studios, and sporting facilities are inadequate to accommodate the students that are registered.
2. The second challenge is the unethical state of insufficient teaching/instructional materials. Shortage of required reference texts, equipment and teaching aids become more acute. By this, more of the students only learn the theoretical aspect of their subjects than carrying out experiments or practical. Experiments which need constant power supply for 24 hours may have no electricity supply for more than 6 hours at a stretch. Practical rarely hold. Most equipment required for practical exercises are only seen in books but never available to be used by students such as the meter bridge and wheat stone bridge (Ada, 2011).
3. Inadequacy of teaching staff in schools is a nagging problem. In many instances, to make up for this deficiency, unqualified teaching staff is recruited to take up teaching. This has the negative effect of not impacting useful skills and transmission of knowledge. This is confirmed from the cases of teachers without the requisite qualifications like certificate in education and the needed experiences to teach in the schools and handle some other responsibility as competent as professional teachers (Akpa 2002 & Ada, 2011). Among the yardsticks of quality in any educational institution; are the qualifications and experience of teachers, as instructional materials and physical facilities will not become the school. Neither school syllabus methods nor apparatus will make a good school without the teacher at the heart of it. The provision of adequate quality teaching staff will lead to achieving quality education.
4. Discipline of students is a serious challenge. Incidences of misbehaviour and truancy among students and staff are quite thorny to contend with. In the classroom space, it is common to see students fighting; cases of theft, bullying, health problems are common. Congested students in the available classrooms, is not healthy as it provide a fertile ground for contagious diseases. In the words of Akpa (2002), the system has witness alarming rate of disciplinary problems on the path of both teachers and students. The explosion in enrolment without corresponding increase in inputs to contend with the number has hindered the fulfilment of qualitative educational objectives and those of the secondary school in particular. Quality is being sacrificed for quantity. The quantitative growth in Nigeria’s educational system has generated imbalances and maladjustments that severally challenges the educational managers; those of secondary schools in particular (Akpa 2002).

5. The irregular, brief and unthorough supervision and inspectional activities of the supervising agencies and ministries have not helped matters. Supervision is intended to help teachers to help themselves; instructional supervision is the process of bringing about improvement in instruction by working with people who are working with students (Orngu, 2006). Quality and effective instructional supervision will lead to improved quality of education, conditions of teachers and learning conditions of students as well. However, the expansion rate has not been met by the ability to supervise the operations of these schools very regularly and thoroughly too. This is also the case at the school level where these supervising officers (principal, and sometimes the vice principals) are supervising too many teaching staff to be effective and thorough. The Canon Banjo commission in Orngu (2006) attested that there is a falling standard in school work due to lack of trained teachers, too large classes, unsatisfactory syllabus, lack of co-operation on the part of parents and lack of guidance and inadequate supervision of schools.

The Concept of Implementation of Ethical Values

Ethics is derived from the Greek word “ethos”, meaning the science of morality that regulates human conduct. Ethics, though ancient in its origin, has in recent time and clime become a novel and compelling topic, both in its theoretical and practical engagements. Globally, issues of ethics are legion (Ike, 2007). Implementation of ethical values could be seen as moral principles and practices that govern a person's behaviour or the person's way of conducting an activity. It is the branch of knowledge that deals with moral principles affecting how people make decisions and live their lives.

Ethics is concerned with the study of morals that deals with the distinction between right and wrong based on the tradition and culture of a people, religion, and profession and so on. It consists of instrumental terminal values concerned with enduring belief in a certain way of behaving and in the attainment of a certain end state. Every individual, country, or continent has ethical values based on their way of life. This is the designed for the positive control of the people in line with their acceptable standards. Implementation of ethical principles are equated with morals which were developed when human beings started to question the motive behind their actions and the result of ability to judge and find the difference between good and evil (Oke, 2009). Schools contain teachers who are workers that are controlled with codes of ethics, codes of conduct and ethics committees, policies and processes to resolve ethical dilemmas (Oke, 2009).

In the school, academic ethics are in practice. According to Kuna in Oke (2009), there are three major components of the academic ethics. These are: commitment, criticism and responsibility. All are critical preconditions for the production and reproduction of knowledge. All are crucial for the passionate, methodical and painstaking pursuit of truth. And all are indispensable for developing the courage, fearlessness and dedication to accept and defend truth whatever it may be, no matter the consequences. Finally, all are indispensable for producing socially relevant knowledge by which I refer to knowledge in the service of the multitude of humanity, rather than in the service of individual interests.

In secondary education institutions, according to Badiru in Oke (2009) the administrators have the following ethical responsibilities to be implemented:

- i) Providing students with constructive and supportive environment
- ii) Attending to students and other related needs in timely fashion
- iii) Reading and commenting on the students' progress reports promptly

- iv) Holding students to high academic and ethical standards
- v) Facilitating students understanding of ethics and professional developments

On common unethical conduct in schools, Kuna (2005) identified truancy, lateness to school, cheating at examination, improper dressing, drug abuse, lying and lateness to school and lessons. At tertiary level, lecturers extortion of money from students, conduct of armchair research, sexual harassment by both lecturers and students, plagiarism, delaying unduly the marking and release of examination results, and leaking examination questions among others. These unethical conducts disturb the minds of teachers and students, which interfere with the learning of both the students and their peers (Yaduma & Auwal, 2007). The quality of education by parents depends on what effects their children, that is the school climate based on character molding of the learners. Practice of learning and work ethics is a good determinant of qualitative education. Schools where unethical practice is highly in operation cannot produce disciplined and quality graduates. This reduces the value of our school products, based on the standard by which we judge human behaviour. In other words, moral rules, promoting those things thought of as good and minimizing or avoiding those things thought as bad learnt at early age at home and school.

Ethical theories represent the grand ideas on which guiding principles are based. Virtue theory asks what a “good person” would do in specific real-life situations (implementation of ethical value). This study is based on utilitarianism theory, sometimes called consequentialism, promotes good or valued ends, rather than using the right means. This theory instructs adherents to work for those outcomes that will give the most advantage to the majority of those affected in the impartial way possible. It advocates achieving the greatest number of people, often advocated as the basis for broad social policies (Yaduma and Auwal, 2007). School ethics are designed to provide equal teaching and learning opportunities for all students and teachers for the positive achievement of school goals and objectives in particular and the national education goals in general.

The Nigerian National Policy on Education goals is designed to promote the broad societal policies for national growth and development. Any unethical practice could negatively affect the national objectives of education, through the application of ethical principles in decision-making. Yaduma and Auwal (2007) observed that ethical decision-making arises from intuitive and critical evaluation levels of moral reasoning. Intuitive level consisting of one’s personal feelings and ideas as to the ‘right’ and ‘wrong’ of a particular situation feelings derived from beliefs formulated out of personal knowledge and experiences. Critical evaluation level for a decision we arrive at by applying ethical theory, moral principles and professional rules, standards, codes and laws to the specific situation which must be decided, it is seasoned thought.

On moral and ethical issues in administration, an administrator’s first moral obligation is to provide excellent instruction. Administrators with a high level of moral professionalism have a deep obligation to help students learn (Benninga, Berkowitz, Kuehn & Smith, 2003). Administrators with that sense of obligation demonstrate their moral professionalism by coming to work regularly and on time, being well informed about their student matter, planning and conducting classes with care, regularly reviewing and updating instructional practices, cooperating with colleagues and observing school policies. Therefore, the whole institution works effectively and tactfully, but firmly criticizing unsatisfactory school proposing constructive improvement (Benninga at el., 2003).

Rest and Narvaez cited in Benninga et al. (2003) developed the four components Model of Moral Maturity for ethical training programme. The components of the model are:

- 1) Moral sensitivity, the awareness of how our actions affect other people
- 2) Moral judgment involved intuitions about what is fair and moral. It requires adults to make moral judgment about complex human activities.
- 3) Moral character requires individuals to act on their moral convictions.
- 4) Moral motivation requires a prioritization of moral values over personal values, particularly in professional settings.

On ethical issues in relation to leadership, Steinberg (1996) opined the involvement of non-professionals in education policy making and administration at the highest level, increasing and seemingly intractable social problems such as unemployment, youth suicide and violence problems that vary in their effects on different school communities but have deeply penetrating effects on many schools. These changes reduced Administrators' ability and time for constructive educational planning because crisis management studies revealed that educational leadership is values driven, hence leaders should be cognizant of and act appropriately towards the many ethical problems and issues presented by schooling. It is therefore on this note and background that the present study conducted an investigation in order to understudy the administrative challenges taking into consideration the types, factors (causes) and the influence (consequences) of unethical practices toward administrators' implementation of ethical values in senior secondary school in Rivers State.

Statement of the Problem

The influence of unethical conduct on school administration, school climate, quality of school students and societal perception on the educational system is well known. This has negative effect on the societal value of our schools, locally, nationally and internationally. These are some of the reasons for perceived fall in the quality of instruction by administrators, teachers and academic achievement by students. The increasing rate of dropout, inert school movement within local government, state and countries are also perceived to be because of unethical conducts at all levels of our educational system in Nigeria.

The issues ethical values affecting the management of senior secondary schools in Rivers State also have a critical hold on the entire Nigerian education system at all levels. Ethics has very strong link with educational management (Yaduma & Auwal, 2007). In fact, if administrators are to fulfil their purpose of catering for some aspects of societal needs through managing secondary school students, it must of necessity be involved with morality to a very high degree, otherwise it will do more harm than good to the society. This is what is happening especially in Nigerian education system and most other African countries whereby there is critical fall in ethical standards.

The persistent presence of unethical practices in the educational institutions in secondary school in Rivers State is not an exception has resultant effects, influences and consequences on the development and administrative management. Whereas Yaduma and Auwal (2007) posited that unethical practices or issues could be observed in various human activities in the secondary school, featuring as cases of indiscipline, cultism, gangsterism, disrespect and negligence of duty, corruption and bribery, examination malpractices and misconducts, office misconducts, theft, kidnapping, assault, among others. There are cogent needs to find lasting solutions in order to curtail these unethical activities because they have influenced the quality of education, teaching and learning effectiveness and management practices provided in the school systems.

In addition, the effects of wastage in education resulting from corruption due to unethical conduct, after huge financial, human, material investment in a developing country are known by scholars to answer the following questions (Oghuvbu, 2008); what are the types of unethical practices that influence administrators' implementation of ethical values in senior secondary school in Rivers State? What are the factors (causes) responsible for the unethical practices that negate administrators' implementation of ethical values in senior secondary school in Rivers State? And what are the influences (consequences) of unethical practices toward administrators' implementation of ethical values in senior secondary school in Rivers State? That necessitated the present study and which is equally the problem of this study.

Purpose of the Study

The purpose of this study is to investigate the administrative challenges in the implementation of ethical values in senior secondary school in Rivers State. Specifically the study sought to:

1. Examine the types of unethical practices that influence administrators' implementation of ethical values in senior secondary school in Rivers State.
2. Ascertain the factors (causes) responsible for the unethical practices that negate administrators' implementation of ethical values in senior secondary school in Rivers State.
3. Find out the influence (consequences) of unethical practices toward administrators' implementation of ethical values in senior secondary school in Rivers State.

Research Questions

The following research questions guided the study:

1. What are the types of unethical practices that influence administrators' implementation of ethical values in senior secondary school in Rivers State?
2. What are the factors (causes) responsible for the unethical practices that negate administrators' implementation of ethical values in senior secondary school in Rivers State?
3. What are the influences (consequences) of unethical practices toward administrators' implementation of ethical values in senior secondary school in Rivers State?

Methodology

The descriptive survey design was adopted for the study, which sought to collect data on the opinions of the participants (administrators) with a view to examine administrative challenges in the implementation of ethical values in senior secondary school in Rivers State. The population for this study consisted of 831 administrators of public senior secondary schools in Rivers State. This figure will be drawn from all the 277 public senior secondary schools in Rivers State (Rivers State Education Board, Statistics 2020/2021). The sample size of the study consisted of 449 (54% population size) administrators in the public senior secondary schools in Rivers State while random sampling techniques was adopted (administrators, homogenous).

A researcher self-developed questionnaire titled: "Administrative Challenges Implementation Questionnaire" (ACIQ), which contained 15 items, designed on a 4 point scale of Strongly Agree – SA (4), Agree – A (3), Disagree – D (2), Strongly Disagree – SD (1) and arranged into 4 clusters, was used as instrument to collect data for this study. Reliability of the instrument was determined by conducting a pilot-test selecting 15 administrators and thereafter, the Cronbach Alpha statistics was used to compute scores which yielded a coefficient (r) value of 0.85, showing stability and dependability of the research instrument. Data collated were equally analyzed using mean score at 2.50 rating in order to answer all the research questions. Any mean that rated above the bench mark of 2.50 was regarded as agree while mean rated below the bench mark (2.50) was regarded as disagree.

Results and Discussion

Research Question 1: What are the types of unethical practices that influence administrators' implementation of ethical values in senior secondary school in Rivers State?

Table 1: Mean Scores and Standard Deviation of Types of Unethical Practices that Influence Administrators' Implementation of Ethical Values in Senior Secondary School in Rivers State N = 449

S/N	Types	SA	A	D	SD	Total	Mean	Decision
1	Indiscipline and dishonesty	189	198	23	39	449	3.20	Agree
2	Assault and slander	186	142	53	68	449	2.99	Agree
3	Gossip and fellow staff/student criticisms	230	154	30	35	449	3.29	Agree
4	Irregular attendance to class by teachers	189	164	46	52	449	3.08	Agree
5	Examination malpractices and other misconduct	215	191	21	22	449	3.41	Agree
Mean							3.19	

Field Data, 2021

Results from Table 1 indicated that items 1, 2, 3, 4, and 5 rated above 2.50 of the acceptable mean score showing strong positive responses and agreement with the types by the administrators. The section means of 3.19 showed positive reactions by the administrators concerning types of unethical practices influence administrators' implementation of ethical values in senior secondary school in Rivers State.

Research Question 2: What are the factors (causes) responsible for the unethical practices that negate administrators' implementation of ethical values in senior secondary school in Rivers State?

Table 2: Mean Scores and Standard Deviation of Factors (Causes) Responsible for the Unethical Practices that Negate Administrators' Implementation of Ethical Values in Senior Secondary School in Rivers State N = 449

S/N	Factors (Causes)	SA	A	D	SD	Total	Mean	Decision
6	Ignorance and illiteracy in the area of ethical practices	48	56	208	137	449	2.03	Disagree
7	Management personnel slacks and inefficiency	174	175	45	55	449	3.04	Agree
8	Ineffectiveness on the part of institutional leadership	72	55	153	169	449	2.07	Disagree
9	Parental training and up bringing	179	164	47	59	449	3.03	Agree
10	Ineffective in the use of sanction to offenders	188	155	49	57	449	3.06	Agree
Mean							2.65	

Field Data, 2021

Results from Table 2 indicated that only items 7, 9 and 10 rated above 2.50 of the acceptable mean score showing strong positive responses and agreement with the factors (causes) by the administrators. All other items 6 and 8 rated below 2.50 of the acceptable mean score showing negative reactions and disagreement with the factors (causes). The section means of 2.65 showed positive reactions by the administrators on factors (causes) responsible for the unethical practices that negate administrators' implementation of ethical values in senior secondary school in Rivers State.

Research Question 3: What are the influences (consequences) of unethical practices toward administrators' implementation of ethical values in senior secondary school in Rivers State?

Table 3: Mean Scores and Standard Deviation of the Influences (Consequences) of Unethical Practices toward Administrators' Implementation of Ethical Values in Senior Secondary School in Rivers State N=449

S/N	Influences (Consequences)	SA	A	D	SD	Total	Mean	Decision
11	It creates room for management inefficiency in schools	179	160	47	63	449	3.01	Agree
12	It further leads to poor quality output on the part of the students	138	169	68	74	449	2.03	Agree
13	It also leads to inefficiency in service delivery	167	156	60	66	449	2.94	Agree
14	Also, poor staff commitment to duty	155	186	50	58	449	2.98	Agree
15	It finally leads to institutional crises which disrupt the entire academic activities and calendar	188	192	30	39	449	3.18	Agree
Mean							2.83	

Field Data, 2021

Results from Table 3 indicated that all the items from 11 down to 15 rated above 2.50 of the acceptable mean score showing strong positive responses and agreement with the influences (consequences) by the administrators. None of the items rated below 2.50 of the acceptable mean score. The section means of 2.83 showed positive reactions by the administrators as regards to the 'influences (consequences)' of unethical practices toward administrators' implementation of ethical values in senior secondary school in Rivers State.

Discussion of Findings

Findings of the study revealed that there are some ethical issues in public senior secondary school in Rivers State. This has equally been identified from the types, factors (causes) and influences (consequences) of unethical practices that negate administrators' implementation of ethical values in senior secondary schools in Rivers State.

Table 1 of the result finding indicated types such as indiscipline and dishonesty, assault and slander, gossip and fellow staff/student criticisms, irregular attendance to class by teachers and examination malpractices and other misconduct. This finding agrees with Manuel, Claire, Thomas and Michael (2012), Ogunleye (2000) and TRCN (2013) which earlier reported types of unethical practices existing in the secondary institutions. Supporting this, Anzene (2014) also discovered the following unethical issues in the school such as: cultism, examination malpractices, drug abuse, sexual promiscuity, and indecent/obscene dressing. These issues which have continue to draw the

attention of education stakeholders including the national community, in one way or the other affected or still affect the administration and management of secondary schools.

Table 2 of the result findings revealed factors (causes) such as ignorance and illiteracy in the area of ethical practices, management personnel slacks and inefficiency, ineffectiveness on the part of institutional leadership, parental training and upbringing and ineffective in the use of sanction to offenders.

This finding agrees with Ogundele (1999) study whose result findings on ethical behaviour in the primary, secondary and tertiary educational institutions in Lagos and Oyo State revealed that leadership, which was singled out as being central in promoting corruption in Nigeria was a major factor responsible for unethical behaviour in the school system. Eziali cited in Educational Group (2012) further identified reasons for unethical practices in schools especially in the area of cultism as: search for responsibility, search for satisfaction of one's aspirations and needs, search for security, and social identity. For instance, some students also engage in cults group in order to satisfy their desires, aspirations and needs. Example of this is that a student may belong to a cult group which part of her objective is to ensure the success of her members in academic examinations. Unconducive learning facilities, environment and inadequate welfare programmes for students and staff can also encourage them to engage in unethical practices and also inadequate religious and moral instructions and education can lure them towards engaging into unethical activities (Eziali in Educational Group, 2012).

Contributing factors and causes of these acts or unethical practices in the school systems as reported by Kanu and Ursula (2012) study includes: teacher factors, school factors, societal factor, technological factors, government factors, and leadership factors. Anzene (2014) study likewise identified the causes of low values and ethics in the school as including: lack of parental care as regards to one's training and upbringing whereby parents place high premium on wealth to be the pride of their children. The school environment in relation to inadequate recreational and welfare facilities, inadequate library and laboratory facilities, shortage of classrooms for learning, inadequate exposure of students to reading materials. Ezeanya cited in Anzene (2014) remarked that: to expect that there will be high moral standards in all those ill-equipped institutions, where accommodation is poor, where there are no tables, poor lighting facilities and water supply will be to expect a miracle to happen. The attitude of teachers in our schools can either stamp out or promote unethical practices. Such attitudes include: sexual harassment in addition to receiving gratification of all kinds from the students can promote social vices. Moreover, inadequate commitment to duty by teachers as well as inadequate incentives and staff welfare policies are also factors that promote indiscipline in our secondary institutions. The societies in which the staff and students develop and operate also have tremendous influence on influencing unethical practices. Government influence promotes immoral acts in secondary institutions by sponsoring division among students, as well as encouraging them to undermine the school authorities; they wittingly or unwittingly encourage these students to disregard constituted authorities (Anzene, 2014).

Table 3 however indicated the influences (consequences) of unethical practices toward administrators' implementation of ethical values in senior secondary school in Rivers State. This includes that it: creates room for management inefficiency in institutions; it further leads to poor quality output on the part of the students, leads to institutional crisis which disrupts the entire academic activities and calendar; inefficiencies in service delivery and poor staff commitment to duty; and poor standards. This finding agrees with Kanu and Ursula (2012) who discovered that

unethical practices have seriously undermined the provision of quality education in Nigeria and overtime, unethical practices have affected the fortunes of our educational system in Nigeria, which is perhaps on the increase now. Our present educational system risk the chance of losing their mandate of providing qualitative education if the progressive decline in ethics is allowed unchecked. A closer look at the system reveals an entire gamut of unwholesome and unethical practices bedevilling it. The rot has permeated every facet of the education sector. It cuts across all ages, parents, teachers, government and the society at large.

Conclusion

Achieving quality education, teaching and learning and effective management of public senior secondary school in Rivers State is largely depends on promoting and implement work ethics within the environment. Implement of ethics stands to inculcate into both students and academic staff sound morals that will boost their performance and commitments. Failure to control ethical issues or problems in the school would have great influence and negative effect on the management which will jeopardizes the achievement of goals and indirectly national development. This means that the kind of students produced from the institutions will be people who are unethical and corrupt that cannot contribute towards meaningful development in education and nation at large. This has been the thrust of this study.

Recommendations

Based on the findings of the study, the following recommendations have been proffered:

1. Government including education stakeholders such as the administrative heads should ensure that various types of unethical practices are curtailed to the barest minimum in the secondary schools. Laws, regulations and sanctions should strictly be adhered to in pursuant of this course.
2. Moral instructions and education should be highly promoted and if possible form part of core subject in the minimum standard. Likewise, other strategies can be adopted as means of controlling unethical practices in the institutions.
3. Constant and continuous training, orientation, seminars and workshops on ethics should be organized regularly for all staff and students (both old and new). In this regards, management and leadership effectiveness should operate an open system which promote good work ethical culture, standards and value system in the secondary schools.

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