

Ethics and Integrity in the Management of Teaching and Learning among Secondary School Students in Kaduna Educational Zone, Kaduna State, Nigeria

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Abstract

This study investigated ethics and integrity in management of teaching and learning among secondary school students in Kaduna educational zone. Two research objectives, two research questions and two research hypotheses guided this study respectively. Descriptive Survey design was adopted for this study with total population of principals and teachers in the education zone totaling 1,403 in 37 secondary schools. A purposive random sampling technique was used to draw a sample size of 10 principals and 281 teachers totaling 291 respondents. Structure questionnaire was administered to teachers and principals. Mean and standard deviation was used to answer the research questions while t-test was used to test the hypotheses at 0.05 level of significance. The results of this study showed that the importance of teaching ethics in education cannot be overemphasized and the extent at which practicing of teaching-learning ethics and culture of integrity are adhered to should be improved upon. The study concludes and recommends among others, that, teachers ought to employ good ethical habit during teaching-learning process in the classroom and hence promote high integrity. More so, effective classroom ethical behavior and integrity will enhance positive teaching and learning management among students in Secondary Schools.

Keywords: Ethics, Integrity, Management, Teaching, learning and Learners

Introduction

Good ethical behavior and culture of integrity in classroom organization and management matters and it is important to note that the teachers occupied a pivot position in transforming teaching-learning process for quality education. However, the quality education given in any society has a direct bearing with the quality of her teacher (Oke & Ogundele, 2017). The Federal Republic of Nigeria agreed that no nation can rise above the quality of her teachers. It means that teachers play positive role in transforming and shaping any country toward her sustainable national development. The feature of the teacher in the areas of knowledge of the subject matter, professional development and their pedagogical approach make him to be teacher rather than cheaters.

Teachers' Registration Council of Nigeria (2004) defined teaching as the systematic rational and organized process of transforming the acquired knowledge attitude and skills in accordance to the professional principles and practices. The definition therefore indicates that teachers play significant role in guiding and organizing the Teaching-Learning process to the achievement of goals and objectives. Teachers' professional integrity has become an issue of concern in most educational stakeholders. Integrity is seen as a personal quality which comprises several aspects such as honesty, trustworthiness and responsibility (Ndibalema, 2019). Teacher has a wider role in the educational course of action; they should give stress in bringing out the potentialities from the learners and nurture it accordingly (Sherpa, 2018).

A professional teacher needs to possess admirable traits that others can model; it is possible to argue that, if school-based teachers are involved in ethical abuse, there is a likelihood of casual teacher to learn from them. This triggered the need to explore the teachers' experiences on management of ethical conduct during teaching and learning practices (Ndibalema, 2019). In every profession, there are core values guiding the members' actions which may be reflected in organizational culture, public interest and global context. There have been a number of concerns from researchers regarding teachers' abuse of professional integrity globally.

In a study conducted by Ukwueze & Nwosu (2014), it was revealed that teachers do not cover their schemes of work; give out question papers for solutions outside the examination halls; collect money and allow impersonation; and pay less attention to invigilation of examinations after collecting money from the students. On this ground, teachers' conduct in the preceding findings reveals the abuse of professional integrity in teaching. The study, therefore, opens an avenue to a critical understanding of ethical integrity as a crucial dimension in teaching profession which seems not to be well documented through research. Capli, (2015) believes that the Code of Ethics of the Teaching profession is required for controlling the educational process and keeping it from deviation. Thus, the Code of Ethics represents a necessity for every professional and for educators specifically, because of the seriousness of their profession and its role in building the human personality with its various dimensions.

A Professional code of ethics is a guiding principle aimed to assist professionals conduct work with commitment, dedication, sincerity, honesty and with integrity. The professional ethics deals with the principles and values that the professional should implement to create a conducive atmosphere in the workplace (Sherpa, 2018). The professional code of ethics for teachers is purposely designed to protect the rights of the students, all the students. It becomes crucial and important for the teachers to understand their work ethics and values before entering in teaching profession. As a teacher, they have a huge role to play in the entire teaching learning process (Sherpa, 2018). They should be active in the educational process and encourage and reinforce the students be converted into active learners by using different strategies and techniques. It is also important for teachers to understand the individual differences, intellectual level, interest and aptitudes of the learners (Ndibalema, 2019). If the teachers properly implement the code of ethics in the teaching profession, it unquestionably fosters the development of school, children, society, community and nation as a whole (Sherpa, 2018).

Literature Review

The theory of Human Relations emerged in the 1930s by Elton Mayo, who claims that meeting the social needs of the employees will increase their productivity (Sergiovanni & Starratt, 2007). Thus, employees should be active members in decision-making formula (Sergiovanni & Starratt, 2007). Human Relations theory depicts that individuals will be self-directed and more committed to work, if their social needs are met. Furthermore, they can be creative when they are motivated (Druker, 1991). Hence, workers' needs for recognition are more important in determining their productivity and this is bound to be driven by the level of his integrity and ethical behavior (Druker, 1991; Sergiovanni & Starratt, 2007).

Druker, (1991) assumes that leaders can improve an employee's productivity and quality by considering the employee's knowledge and experience of the work as the starting point. In education, teachers are the best placed to know their strengths and weaknesses. Thus, they should be treated as humans rather than as packages of energy. Therefore, school inspectors are expected to support teachers as facilitators and improve their job satisfaction (Sergiovanni & Starratt, 2007). Ethics: Is a long-life activity that directs the human, (Al-Zubi, 2013) defines ethics as a charter that sets out the principles, values and duties to which teachers should adhere to perform their task in the best way possible. Ethics is the discipline dealing with what is good and bad and with moral duty and obligation. (Agusiobo, Nwobodo & Donatus 2018). It is also the principles of conduct governing an individual or group.

Every profession has its own code of ethics. Without code of ethical principles, one can be quick to react to unethical behavior in the making of choices. This would prevent someone from making good choices in life (Fanta & Makewa, 2014). Operating any organization without code of ethics is not good for individual behavior, it is even worse when it is not practiced in an institution, like a secondary school. It leads to people acting without understanding the values they are supposed to subscribe to. (Starratt & Berger, 2004). Mansour and Talafh, (2009) emphasize that ethical thinking is the ultimate goal that education seeks to achieve, as called by Simon "education as an ethical vision". The teaching ethics are one of the inputs of the educational system that direct and regulate the behavior of educators by self-monitoring and providing them with referential frames to their work and emotional dimensions.

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 student's education (Ayeni, 2018). Integrity in this aspirational sense stands for a "pattern of conduct" a way of acting which is in line with values and principles associated with that higher goal and leading to its attainment. Integrity stands for the continued commitment of education participants and institutions to act in accordance with values and principles without engaging in corruption and describes a professional environment that allows them to do so. The second half of this definition deserves attention.

The capacity of individuals to maintain their commitments to values and principles depends not only on their character, but to a large extent also on the organizational environment they work in. (Doty & Kouchaki, 2015). Teaching and Learning: It is safe to assume that teaching and learning in most countries happens in conditions that fall short of the ideal state

implied in this notion of “integrity” and ideal state that education aspires to and which is desirable enough to inspire and guide actions in the sector. Rakum, (2007) also, described teaching and learning as an active systematic process guiding the Learners to acquire all necessary information, knowledge and skills that would lead to the desirable positive behavioral change, teaching therefore, is the process which helps to transform or facilitate effective Teaching-Learning processes that bring about positive behavioral modification and changes.

Statement of the Problem

The concern of good ethical behavior and culture of integrity in effective teaching delivery of and learning of students cannot be overestimated in classroom management. There exists a general notion that there are cases of professional misconduct amongst school teachers (Barrett 2005). It is pointed out there are shortcomings in the commitment of some secondary school teachers that shows that there is lack or inadequate ethical value and integrity in the behavior of teachers who are expected to be professionals. This may be due to the low level of self-control, the weakness of social relations within work environment, disloyalty to the profession, inadequacy of total dedication and commitment to duty on the job, lack of knowledge of the code of ethics, as well as lack of interest in self-professional development (Al-Ghamdi & Khalid, 2005; Kendrick, 2006; Jaballa, 2006; Alfalih, 2007). Teachers’ teaching and learning efforts may not be productive if ethical behavior and culture of high integrity from the end of stakeholders most especially teachers and principals are not on the high side.

Management of integrity and ethical principles are deteriorating and weakening, resulting in decline in quality of education among the teaching team in the schools, thereby affecting the teaching and learning of student. It has been discovered by researchers that the behavior of some teachers and principals fails to blend with the expected rule of performance on transparency and honesty which in the long run affect their integrity. The degree of teachers’ teaching commitment to the code of ethics to improve teaching knowledge for sound professional conduct, for creation of a high level of public confidence and trust in the teaching profession may bring about positive or negative influence on students’ teaching and learning. To fill this gap, the researchers examined ethics and integrity in the management of teaching and learning on students in secondary schools in Kaduna Education Zone, Kaduna State, Nigeria.

Objectives of the Study

The main objective of the study determined influence of Ethics and Integrity on the Management of Teaching and Learning among secondary school students in Kaduna Educational Zone, Kaduna State, Nigeria, specifically the study sought to:

1. Determine ethics in the management of teaching and learning (teachers’ instructional strategies) among secondary school students in Kaduna state
2. Determine teachers’ integrity in the management of teaching and learning (students’ learning attributes) among secondary school students in Kaduna state

Research Questions

1. What is the influence of ethics in the management of teaching and learning (teachers' instructional strategies) among secondary school students in Kaduna state?
2. What is the influence of teachers' integrity in the management of teaching and learning (students' learning attributes) among secondary school students in Kaduna state?

Null Hypotheses

1. There is no significant difference in the opinion of Principals and Teachers on teaching ethics and Teachers' instructional strategies in secondary Schools.
2. There is no significant difference in the opinion of the Principals and Teachers on the teachers' integrity and learning attributes of students in secondary schools.

Methodology

The researcher used descriptive survey design method for this study. The total population for the study includes principals and teachers totaling 1,403 from 37 secondary schools in Kaduna education zone. Purposive random sampling technique was used to select the total sample size of 291 respondents comprising of 10 principals, 281 teachers from 10 secondary schools across the zone. A structured questionnaire titled "Ethics and Integrity in the Management of Teaching and Learning among secondary school students" (EATMTALASSS) in Kaduna Educational Zone, the instrument is a 10 item likert type instrument score in a five point scale was administered to the respondents. The content and face validity of instrument for Principals and Teachers were validated by experts in Educational Administration and Planning section and English Language to make meaningful comments and observations. The Cronbachs Alpha reliability coefficient is used for reliability co-efficient of 0. 78 alpha level of significant and this reliability co-efficient were considered adequate for the internal consistency of the instruments (Bello & Ajayi, 2000). An instrument is considered reliable if it lies between 0 and 1, and that the closer the calculated reliability coefficient is to zero, the less reliable is the instrument. Also, the closer the calculated reliability co-efficient is to 1, the more reliable is the instrument. Two research questions and two null hypotheses guided the study. The data collected were analyzed using mean and standard deviation for the research questions and the two null hypotheses were tested with t-test at 0.05 level of significance.

Results and Discussions

Research Question 1: What is the influence of ethics in the management of teachers' instructional strategies among secondary school students in Kaduna State?

Table 1: Frequency count, mean and standard deviation of the influence of teaching ethics on Teachers' instructional strategies in secondary Schools in Kaduna education zone

S/N	Items	Responses Categories				Mean	Standard Dev.
		SA	A	D	SD		
1	The teacher contributes to enhancing ethics of good citizenship among students.	120	80	51	44	2.9356	1.08449

2	The teacher seeks to achieve a high degree of professional development among students	135	68	55	37	3.0203	1.07203
3	The teacher is keen on performing work as perfect as possible	141	89	47	18	3.1966	0.91955
4	The teacher respects and complies with the school's Code of Conduct	105	106	58	26	2.9831	0.95282
5	The teacher contributes in cultivating the principle of tolerance among students	1	109	15	8	3.4475	0.71651

The result on Table 1, revealed a mean and standard deviation scores as follows: ‘The teacher contributes to enhancing citizenship among students’ (2.94, 1.08), ‘The teacher seeks to achieve a high degree of professional development among students (3.02, 1.07), ‘The teacher is keen on performing work as perfect as possible (3.20, 0.92), ‘The teacher respects and complies with the Code of Conduct (2.98, 0.95), and ‘The teacher contributes in cultivating the principle of tolerance among students (3.45, 0.72). Also, the frequency counts distribution showed that most of the respondents strongly agreed that ‘the teacher contributes to enhancing citizenship among students, ‘the teacher seeks to achieve a high degree of professional development’. ‘The teacher respects and complies with the Code of Conduct’ and ‘The teacher contributes to cultivating the principle tolerance among students. These results revealed explicitly the attributes of teaching ethics and its influence on Teachers’ teaching and learning instructional strategies in secondary schools.

Research Question2: What is the influence of teachers’ integrity on learning attributes of students in secondary schools?

Table 2: Frequency count, mean and standard deviation of the influence of teachers’ integrity on learning attributes of students in secondary schools’ students in Kaduna educational zone

S/N	Items	Responses Categories				Mean	Standard Dev.
		SA	A	D	SD		
1	The teacher has a good look inside the school.	153	93	29	20	3.2847	0.89989
2	The teacher acts honestly inside the school	119	69	95	12	3.0000	0.94401
3	The teacher complies with the regulations issued by school officials	121	58	76	40	2.8814	1.09552

4	The teacher commits to integrity inside the school	108	96	51	40	2.9220	1.03872
5	The teacher uses good expressions inside the school	115	100	49	31	3.0136	0.98965

The result on Table 2, showed that the majority (with observed frequencies of 153, 119, 121, 108, and 115 [616]) strongly agreed that ‘the extent of practicing of teaching ethics and integrity on Teachers’ teaching and learning attributes in secondary schools’ summarized in the five items are true compared to (20, 12, 40, 40, and 31 [143] observed frequencies) who disagreed. The result therefore implies the extent of practicing of teaching ethics and integrity on Teachers’ teaching and learning attributes reflect on effective teaching delivery.

Null Hypothesis 1: There is no significant difference in the opinion of Principals and Teachers on teaching ethics of Teachers' instructional strategies in secondary Schools

Table 3: t-test analysis showing the opinion of Principals and Teachers on influence of teaching ethics on Teachers' instructional strategies in secondary Schools

variable	Groups	N	Mean	SD	DF	t-cal	pvalue	Decision
Teaching ethics and Teachers' instructional strategies	Teachers	281	3.60	.493	279	-1.908	0.06	Accept Ho
	Principals	10	3.73	.491				

The result shows that the calculated p-value is greater than the alpha level of .05 and therefore, we accept the stated null hypothesis. This means that there is no significant difference between the mean response of principals and teachers on the attributes of teaching ethics and its influence on Teachers’ teaching and learning instructional strategies.

Null Hypothesis 2: There is no significant difference in the opinion of the Principals and Teachers on the teachers’ integrity and teaching/learning attributes of students in secondary schools

Table 4: t-test analysis showing the opinion of Principals and Teachers on the teachers’ integrity and teaching/learning attributes of students in secondary schools

Variable	Groups	N	Mean	SD	Df	t-Cal	P-value	Decision
Teachers’ integrity and teaching/learning attributes	teachers	281	5.52	1.44	279	.39	.22	Accept Ho
	principals	10	5.33	1.48				

The table above shows that the calculated p-value is greater than alpha level of .05 therefore, the stated null hypothesis is upheld. From the result therefore, even though the teachers had a higher mean score of 5.52, yet it shows no significant difference as compared to their counterparts that scored 5.33.

Major Findings

1. Teaching ethics influences Teachers' instructional strategies in secondary Schools in Kaduna educational zone
2. Teachers' integrity influences learning attributes of students in secondary schools in Kaduna educational zone

Discussion of Findings

Influence of teaching ethics on Teachers' instructional strategies in secondary Schools in Kaduna educational zone

In summing up all the results and analysis from the tables, it was observed in table one that majority of the respondents strongly agree that the teacher contributes to enhancing cordial human relation between the teacher and students. Also, from the description on table one, it was observed that no deviation in the opinions of the respondents as regards the other attributes. This result is in line with the findings of Barrett (2005) who posited that teachers are an indispensable part of the teaching and learning process.

Results from table three revealed that principals and teachers do not significantly differ in their opinion on the attributes of teaching ethics and its influence on Teachers' teaching and learning instructional strategies. These findings contrast with the result of the research by (Samovar, Porter, McDaniel, & Roy 2017), which stated that there are always some points of differences in the opinions of school heads and the teaching staff as regards teachers' teaching and learning instructional strategies that concerns ethics and integrity.

Influence of teachers' integrity on learning attributes of students in secondary schools in Kaduna educational zone

Hypothesis two which stated that there is no significant difference in the opinion of the respondents on practicing of teaching ethics and integrity on Teachers' teaching and learning attributes in secondary schools was accepted. This indicates that despite the presence of different experience level of principals and teachers, ethics and integrity takes an active role in the behavior of teachers to produce effective teaching and learning.

Conclusions

The paper x-rayed ethics and integrity in the management of teaching and learning on students among secondary school students in Kaduna educational Zone. The paper also discusses some management of teaching and learning and its influence on Teachers' instructional strategies. In the discussion, it was discovered that job level and years of experience affect the differences in opinions as regards teaching ethics and integrity of teachers. In light of the discoveries, teachers' professional ethics and integrity in relation to instructional tasks have impact on their learning culture. This means that most teachers conformed to proficient ethics and showed the desired commitment to instructional task performance in secondary schools. The teacher interested in promoting integrity in the sense described here has

many options, and some specific ones have been indicated. But perhaps, the most important requirement is for the teacher to develop a sense of integrity in teaching and learning as a lifetime project, and at this juncture, the teacher find ways of promoting integrity in the circumstances that different teachers face. Teachers at all levels of education should focus on imparting quality education. It is the prime duty of the teacher to bring optimum development among the students. Teachers' should show an equal level of dignity to his profession, institution and students. Teachers' should specially stress on developing the professional ethics within them.

Recommendations

Based on the findings, the following recommendations were suggested to improve the level of teachers' compliance with professional ethics and integrity in relation to instructional tasks performance for better teaching and learning among students in secondary schools.

1. Teachers ought to employ good ethical habit during teaching-learning process in the classroom and hence promote high integrity since effective classroom ethical behavior and integrity will enhance positive teaching and learning management among students in Secondary Schools.
2. Good ethical behaviour and quantum of integrity in the management of teaching and learning with adequate learning facilities and materials should be reinforce and enhanced among professional teachers in secondary school. This will improve teachers' instructional tasks performance.
3. Principals should collaborate with other professional bodies to organize intensive and regular seminars/workshops for capacity development of teachers to enhance ethics and integrity for the promotion of professional conduct and quality of teaching-learning process in secondary schools.
4. Teachers should demonstrate strong commitment to their profession, imbibe the right attitude to work and give their best in the performance of instructional tasks through normal ethical value and integrity for the improving effective teaching and learning service delivery in classrooms.

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