

PERCEIVED INFLUENCE OF ETHICAL CODES ON STUDENTS' ACADEMIC ACHIEVEMENT IN PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE.

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ABSTRACT

The study investigated the perceived influence of ethics code on students' academic achievement in public senior secondary schools in Rivers State. The study adopted a descriptive research design. The population consisted of six hundred and forty-nine (649) of principal and teachers in senior public secondary schools in Rivers State while the sample size consisted of the same number of respondents. One set of self-structured instruments titled "Total Quality Management – Students' Academic Achievement Questionnaire (TQM-SAPQ). The cronbach alpha method of reliability was adopted. The pre-test and post- test scores were correlated using taro yamene analysis and a reliability coefficient of 0.73 was obtained which indicated that the instrument was reliable enough to carry out the study. The findings shows that principals and teachers of public secondary schools in Rivers State are in consensus that ethical codes to a very high extent influences students' academic achievements in public schools. It was recommended that amongst others, there should be a high level of training and continuous improvement of personnel, team work and cooperation amongst management staff and students and teachers' communication and recognition should be accorded high training,.

Keywords: Perceived Ethic Code, Students Academic, Achievement, Public Schools

INTRODUCTION

For decades now, the quality of students' achievement and performance in the public secondary schools in Rivers State and Nigeria has generated a lot of controversies among stakeholders in the education sector. There are complaints on both the quality of inputs and outputs of the public secondary school system. Hence, Ike (2017) and Gimba, Hassan, Yaki, and Chado (2018) found that most public secondary schools suffer lack of personnel and financial resources and these fall short of what is required to provide quality education in public secondary schools. Many blame the progressive deterioration of the public schools both in conduct and in academics on the quality of school administrators and management (Olanipekun & Aina 2014). And these have resulted in the poor performance of students in senior school certificate (SSCE, GCE and NECO) examinations and other external examinations. For example, 61.67% of students who sat for the May/June WASSCE of 2018 as reported by the PUNCH Newspaper publication September 8th, 2018 performed below standard in English and Mathematics. Also, According to WAEC Bulletin (2010), the statistics (on state basis) of the candidates with a minimum five credits including English and Mathematics in the May/June WASSCE from 2006-2008 dwindled from 30.38% in 2006 to 25.28% in 2008.

In addition to these concerns is the lack of or poor implementation of total quality management in public secondary schools in our educational system (Ajayi & Oyeniyi, 2017). It has been noted that secondary schools in Rivers State has been suffering due to inadequate facilities for effective teaching and learning, lack of maintenance of existing ones, lack of commitment by principals, lack of teamwork, poor communication, inadequate funding, poor performance of students especially in external examination and this has resulted to many parents registering their wards in others states for good results. (Ejionueme.2015)

In spite of the importance of the good quality secondary education, much attention has not been paid to the administrators, heads, principals and the teachers in the service delivery of teaching-

learning to the students and this has negatively affected the school outputs. (Amadi, 2013) According to Ibadin (2010), it is the problem of quality of the teachers in the school organisation and how to get enough of qualified and experienced teachers for the fast growing system that have become very imperative in this work. Furthermore, It has also been observed that one of that greatest concerns of Nigerians has been the issue of the standard and quality of the education system because the development of any nation depends on the quality of its education hence conscious efforts are usually made to ensure educational quality at all levels. Therefore, the research seeks to investigate the perceived influence of total quality management (TQM) on students' academic achievement in public senior secondary schools in Rivers State with a view to enabling our school system look up for the better. The import of the study is that the result and recommendations if properly implemented will lead to total quality educational achievement in the school system.

Purpose of the Study

1. Determine the extent ethical code influences academic achievement of students in public senior secondary schools in Rivers State.

Research Question

1. To what extent does ethical code influence the academic achievement of students of public senior secondary schools in Rivers State?

Hypotheses

1. Principals and teachers of public senior secondary schools in Rivers State do not significantly differ in their mean scores on the perceived influence of on the academic achievement of students.

Human Capital Theory

The Human Capital Theory was propounded by classical economists and researchers such as Adam Smith (1776), David Richardo (1817), Thomas Malathus (1798), Alfred Marshall (1890) and others. They were fundamentally interested in linking economic growth with increase in production as a result of education and training. The theory stated that training and re-training of personnel for acquisition of skills, education and relevant experience would boost or increase labour productivity.

Human Capital Theory (HCT) is based on the assumption that formal education is very important and necessary to improve the capacity of the population or people. In short, the human capital theorist argued that educated population is a unit of productivity. Essentially, human capital theory emphasizes that education increases productivity and employee efficiency by increasing the cognitive level of economically productive human capacity that is innate and investing in people using sensible use of available facilities in the school system. (Deeming, 1986.p.90)

According to Babalola (2003), "the reason for investing in human capital is deliberately based on three arguments: (1) that the new generation should be given appropriate knowledge that has already accumulated by previous generations. (2) Teaching the new generation how to use existing knowledge to develop new products to introduce new production methods and social services. (3) People should be encouraged to develop completely new processes, products and methods through creative approaches." (Babalola, 2003, p.46)

Fergerlind and Saba (1997) argued that human capital theory provides the main justification for large public spending on education in both developed and developing countries. The theory is coherent with the ideologies of liberal progression found and democracy in most Western countries. They concluded that the nature and pace of this economic and social development is

ultimately determined by the human resources of the people, not by its capital or material resources.

Paracharopolous and Wood- Hall (1997:102) opined that:

Human resources constitute the ultimate basis of wealth of nation's capital and natural resources are passive factors of production. Human beings are the active agencies who accumulate capital, exploit natural resources build social, economic and political organisation and carry forward national development.

This study on the influence of total quality management and students' academic achievement in public secondary schools in Rivers State is anchored partly on the Human Capital Theory. It is also partly based on the Social Systems (Process) Theory. This theory is linked to the study, because, it is the personnel (human resources) that are the vital ingredients needed in any organisation, hence, the principals and teachers must be recognised and motivated in the school system.

Ethical Code

Ethics in TQM require that organizations construct their codes of ethics to which all personnel must adhere (Padhi, 2010). The ethics of education encompasses a range of behaviours that schools show to differentiate between good and evil. Therefore, schools must define their work ethics in order to achieve their educational goals. Education is for life, not just for life. It is not just about collecting information, but about values. Such an attitude and valuable input would help students' learning outcomes, their openness to new ideas, and their willingness to learn from others.

Integrity encompasses "morals, fairness, honesty and sincerity. The vision and mission of an organization often determine the differential values within individual organizations. Some of these differential values are: achievement, competence, knowledge, creativity, innovation, agility, leading by example, autonomy, teamwork, community, valuing diversity, encouraging others. Organizations (schools) need to define their values operationally through their philosophy and mission; likewise they must define their ethical practices in writing and in verbal communication" (Butts & Rich, 2012,).

Trust fosters full involvement of all members of an organization. It secures empowerment that encourages pride of ownership and commitment. When employees are trusted to make decisions, they start to take pride in the organization for which they work. It provides an environment in which people (employees and clients) feel respected and valued and this enhances productivity of the organization. This is true with education as trust of teachers by the administrators fosters commitment and improved performance.(p.45)

The TQM Paradigm

The researcher has previously taken a look at some definitions of Total Quality Management that capture the relevant aspects that would serve a useful purpose to this study.

Quality Paradigm: There does not seem to be a universally accepted definition of quality. Gannon (1988) opines that quality refers to the "grade and consistency in the characteristics of the product." He identifies management as functionally responsible for quality. But as Wehrich and Koontz (1993) explained, "most quality problems require the cooperation and co-ordination of many functional departments." This means that both management and other staff members of the organization all have an important role to play in attaining quality goals within the organization. Yet, we come to appreciate that the actual definition of quality rests in the hands of members of

society whom the organization seeks to serve. "That is why an essential requirement of products is that they meet the needs of those members of society who will eventually use them."

According to Ahiauzu (1999), several early Greek philosophers and some more contemporary theorists like Crosby (1979) and Deeming (1986) defined quality as "excellence; value and reliability; conformance to specification; meeting and exceeding customer's expectation; and finally satisfying and delighting the customer."

Ivancevich. (1997, p. 102) extended this line of thought by contributing that "quality is the totality of features and characteristics of a product or service that bears on the ability to satisfy stated and implied needs." The needs, he referred to were those of the end users of the product or service. Also, Spencer (1994) was of the view that "all quality improvement initiatives begin with the understanding of customers' perceptions and needs." According to Ross (1994, p. 54), quality is difficult to define in measurable terms. He however gave an operational definition of "quality as a predictable degree of uniformity and dependability at low cost and suited to the market." Corroborating this view, Oakland (1995) defined "quality as simply meeting the customers' requirements" while Macdonald (1993) in a similar vein added that it is conformance to requirement. With regard to education, any definition of quality must address three questions as follows:

- i. "What do the students actually learn? What knowledge, skills, capacities and values do the programs offer?
- ii. For what purposes do the students learn? How their learning and what is its significance in terms of individual and community needs, which the education system must draw on in order to determine its goals and its relevance in a given context?
- iii. How do the students learn? How are teaching and learning strategies linked to pedagogical choices, attitudes and interactions of teachers and pupils, and the climate and environment of the school and classroom"? (Ndoye, 2002, p.79)

TQM is a revolutionary management thought and as posited by Ivancevich. (1997), is a success of long-term management approach through customer satisfaction. Bateman and Snell (1999) added that "it is an integrative management approach to customer satisfaction through a variety of tools and techniques meant to achieve high quality goods and services."

Ross (1995, p. 89) defined TQM as "the integration of all functions and processes within an organization in order to achieve continuous improvement of the quality of goods and services." This integration primarily has the goal of customer satisfaction which organizations must continue to put in place to remain competitive in the global market. According to Ho (1995, p. 54), "TQM focuses primarily on the total satisfaction for both the internal and external customers within a management environment that seeks continuous improvement of all systems and processes. He opines that its philosophy stresses a systematic, integrated, consistent and organization-wide perspective which involves everyone and everything. The key aspects of TQM according to him are the prevention of defects and the emphasis on quality design."

This implies that TQM ensures the continuous improvement of every facet of an organization's activities. It is against this background that Macdonald (1993) defined TQM as "a managed process which involves people, systems and supporting tools and techniques. He described it as a change agent which is aimed at providing a customer-driven organization."

There are certain aspects of TQM that constitutes the major tenets of the TQM paradigm. The researcher shall take a look at these aspects to fully appreciate the TQM paradigm. Dean and Bowen (1994) "identified customer focus, continuous improvement and teamwork as three major aspects of TQM." In addition to these three aspects, other theorists like Macdonald (1995) and Ahiauzu (1999) have also identified workers' training, supportive leadership and constancy of purpose as aspects of TQM worthy of consideration. We shall examine the aspects in details:

Secondary Education

Secondary education has come a long way in Nigeria, having developed alongside western education which was introduced by Christian missionaries in the eighteen century. Government attention to secondary education started some decades after the development of primary education, particularly when the need for outputs of primary schools to further their education became paramount. Adesina (1977, p. 123) "reported that the first secondary school (CMS) Grammar school Bariga. Lagos was established by the Church missionary society in 1859."

The world over, change has been viewed as the only constant phenomenon. Accordingly, the importance secondary education can no longer be emphasized. In addition to the link between tertiary and primary education, this gives the child the opportunity to acquire additional skills, knowledge and attributes beyond primary school. An important fact that requires secondary education in Nigeria is that the education provided at primary school level is extremely inadequate for the child to acquire sustained literacy.

1. Purpose of Secondary Education in Nigeria

"Secondary education is provided for children after primary education, that is before tertiary education, It is aimed at developing a child better than the primary schools level because it is obvious that primary education is insufficient for the children to acquire literary, numeracy and communication skills" (Ige, 2011). This kind of education is provided in secondary schools, which may be private or governmental (state or federal) or divided into two stages:-

(i) Junior Secondary school (JSS)

These are the first three years of secondary education. At this stage, the curriculum is both professional and academic. The main topics are English, mathematics and the important Nigerian language except environment, basic sciences, social sciences, citizenship education and basic technology. The minimum number of children with a syllabus in subjects including English and Mathematics passes through secondary education, where they receive an additional three years of training. This is in line with the 6.3.3.4 system of education in Nigeria (National Policy on Education (2004) revised).

ii. Senior Secondary School (SSS)

This is the next three years after junior secondary phase. It has a wider scope than the junior secondary schools (JSS) phase and aims at broadening the knowledge and skills of a student beyond the JSS level and thus prepared him/her for further education. Finally, a student has to offer a minimum of eight (8) and a maximum of nine (9) subjects comprising the six core subjects a major Nigerian language, one science, arts, and a conventional subject. One or two other electives are to be selected from the Arts, Science, Technical, Social Sciences and Vocational subjects. Certification at the end of this phase depends on the performance of Senior School Certificate examination (SSCE) co-ordinated by the West African Examination Council (WAEC) and National Examination Council (NECO). A child must obtain a minimum of five credits at not more than two sittings including English language and mathematics to be able to proceed to the tertiary level of the educational system (Ngwu, 2008).

Not many definitions abound on the meaning of Academic Achievement. A notable definition among the few existing ones is that given by Kinanee (2001). Drawing from the work of Aiken (1929), he defined academic achievement as the display of knowledge, skill, or accomplishment in an area of endeavour. It is the degree of success or accomplishment in a given area of training or study. Our operational definition given earlier indicates that academic achievement refers to inherent potentials within the individual which is displayed as knowledge attained or skills developed. According to Adediwura et al (2007), "Academic Achievement could be defined as the display of knowledge attained or skills developed in subjects designated by test and examination scores or marks assigned by the subjects' teachers." It is an expression of the student's scholastic standing the inherent potentials which in most cases combine with other sociological factors.

Academic achievement in schools is usually measured by behaviour, which measures the extent of learning that has taken place within a given period of training.

Academic achievement can best be appreciated when discussed in relation to such phenomena as academic failure, under achievement and poor academic performance. Academic failure according to Uwakwe et al (2000) referred to the performance that falls below a specified standard. In a similar vein, Kinanee (2001) described under-achievement as that which occurs when a student's grade or test scores are markedly below measured or demonstrated aptitude for academic achievement. An under-achiever is therefore one that falls short of his measured Intelligence Quotient. This is similar to a poor academic performer as this also describes one who falls below a desired academic standard (Uwakwe, 2000).

Review of Empirical Studies

Efue (2005) in her research titled Total Quality Management and students Academic Performance in Federal Post Primary Institutions in Rivers and Bayelsa State found out that principals in Federal Secondary Schools were moderate in their application of TQM; Federal post-primary institutions are moderately affected by factors inhibiting effective application of TQM in the school administration. Kaegon (2008) in her study, she adopted a descriptive survey design using stratified random sampling technique. Her subjects consisted of a sample population of one hundred principals and six hundred and eighty-three teachers from both public and approved private secondary schools in Rivers State, representing 25% of the population. Data from this research was analysed using mean rank order and z-test and below are some of the findings:

- (1) School principals in both public and private secondary schools are aware of the principles of TQM, however the principals in the private schools are more aware than their those in the public schools.
- (2) More principals in private secondary schools than in the public ones are already applying TQM principles.
- (3) Some principals' hindrances in the application of TQM include lack of awareness and information of the concept, employees' resistance to change, poor funding, lack of resources, poor communication across boards, inadequate training programmes, supervision, inefficient and ineffective leadership and employees' lack of commitment.

Tribus (1990) study titled "the Application of Quality Management Principles in Education at Mt. Edge High School, Alaska", applied Edwards Demings Total Quality Management concepts, using 210 students and 13 teachers. Findings showed that the application made the students more effective with their studies and also lowered discipline problems significantly.

Okoro (2005) in his study titled; "Application of Total Quality Management in Secondary School Administration in Delta State", used descriptive survey design on a sample size of 115 principals and 845 teachers from public secondary schools and 75 principal and 245 teachers from private secondary schools. The data was analyzed using Pearson Correlative Coefficient.

His findings included:

- (1) There is moderate application of TQM in the secondary schools administration. This was confirmed by the aggregate mean of 3.11 for teachers and 3.09 for principals.
- (2) School administrations moderately apply TQM in all the system, tasks. Principals and teachers have inhibitions on the application of total quality management in secondary schools. Such
- (3) Social values as; societal value system, poor attitude and preparedness of students, inadequate teachers and their preparation.
- (4) There is moderate performance of school administrators in meeting the objectives of setting schools up.
- (5) There is no significant difference between public and private secondary schools in the assessment of the extent of physical facilities provision to the secondary schools. The

result, according to Okoro (2005:159), shows that such physical facilities as laboratories, furniture, classrooms, staffrooms, libraries etc are grossly inadequate.

- (6) Such subjects as; vocational and technical subjects are grossly neglected due to lack of manpower resources while others like Social Studies, Science, Mathematics, English Language Arts are moderately inadequately provided for.

Following the above findings, the researcher recommended that; suitably qualified and sufficient number of teachers be made available by government.

Nwogu (2005) carried out a research on "Application of Quality circle Management Techniques in Administration of Secondary Schools in Rivers State" using descriptive survey to identify the features, methods, approaches, techniques and the way managements accept recommendation in secondary schools in Rivers State using representative sample of the population.

Findings among others are;

- (1) That quality circle management technique exists more in private secondary schools than in public schools as evidenced in the indicating the existence of quality circles.
- (2) Quality circle management technique takes the same forms in secondary school in River State.
- (3) Quality circle management technique members differ in secondary schools in Rivers State. He therefore recommended that Government should sponsor workshops on quality circles for both public and private secondary schools to create more awareness on this all important management technique.

Wodi (2002) carried out a study in "Obio/Akpor Local Government Area of Rivers State on Strategies for Improving the Quality of Teaching/Learning Environment in secondary schools" through benchmarking, opinionnaire, using 30 experts as his study population. Among his findings are;

- (1) That good administration is very important to the performance of the school
- (2) That teacher's qualification and a well balanced curriculum are essential for performance of students in the secondary schools in the area.

Okobo (2003) carried out study on principals' administrative behaviour and teachers' commitment to quality secondary education in Edo State, used random sampling technique to select a representative sample of the population which he worked with. Among the findings were:

- (1) Teachers and students' poor performance at work are affected by the principals' leadership style.
- (2) That, principals' behaviours in the application of democratic leadership application, personnel and job-orientation were related to the staff and students commitment and performance at work. Ukaigwe (2008) in her study titled the Law and Total Quality Management Practices in schools of Nursing in South-East Zone, Nigeria used 15 nursing schools in the zone as both the population and the sample for her study. The instruments used were questionnaires which were administered on principals of the schools of nursing.
- (1) There is no significant difference between the perceptions of the nurses on the unlawful engagement of student nurses by nurse education.
- (2) The quality of the teaching staff in the school of nursing is poor.
- (3) Principals and nurse educators perceive the behaviour of the nurse educators as being unacceptably poor.
- (4) Principals are unaware of the law guiding the management of school of nursing in Nigeria.

METHODOLOGY

Design of the Study

This study adopted the exploratory survey research design. sidered appropriate. This study was carried out across the (3) three Senatorial Districts of Rivers State, covering all 268 public senior secondary schools in Rivers State. Rivers State is one of the 36 States of Nigeria situate at the

South-South Geo-Political Zone of the country. It is made up of 23 Local Government Areas and its capital city is Port Harcourt. The population of the study was 8,394 consisting of 268 Principals and 8,126 teachers of public senior secondary schools in Rivers State. The population represents the total number of Principals and Teachers in the 268 public senior secondary schools in Rivers State (Rivers State Senior Secondary Schools Board, 2019). The sample size of the study consisted of 649 respondents (268 principals and 381 teachers). The above sample size was obtained using a combination of census sampling and Taro yamene formula. Considering the fact the population of principals (268) was not very high, census sampling (which involves using the entire population) was employed while the sample size for teachers (381 from a population of 8126 teachers) was obtained using the Taro yamene sampling formula.

The study employed one data collection tool: a researcher-designed questionnaire

A researcher-designed structured questionnaire titled "Total Quality Management - Student Academic Achievement Questionnaire (TQM-SAPQ)" was used for data collection. The instrument was of the 4-point scales rating format rated as follows:

Very High Extent	4
High Extent	3
Low Extent	2
Very Low Extent	1

A total of 24 questionnaire items were used to measure the variables. And there were also six(6) sections comprising of four(4) questions per section. The researcher-designed instrument, to elicit information on total quality management and students' academic achievement, was subjected to face and content validation by the researcher's supervisor and two other experts in the fields of Educational Management and Measurement and Evaluation of the Faculty of Education, Rivers State University. Cronbach alpha was adopted in this study.

Data obtained was analyzed using the mean (\bar{X}) and Z-test. Specifically, the mean (\bar{X}) was used to answer the research questions while the z-test was used to test hypotheses at 0.05 level of significance. Decision rule for Mean: To determine the criterion mean for scoring the questionnaire, all the points from the alternative responses were added up and divided by four, for example; $(4+3+2+1)/4=10/4=2.5$. Therefore any mean that is 2.50 and above was accepted while any mean value below 2.50 was rejected. While for hypotheses (z-Test): When the z-calculated value is greater than the z-critical value; the hypothesis was rejected while when the z-calculated value is less than the z-critical value, the hypothesis was accepted.

Research Question 1: To what extent does ethical code influence the academic achievement of students of public senior secondary schools in Rivers State?

Table 1: Mean Scores of Principals and Teachers on the Influence of Ethical codes on Academic Achievement of Students of Public Senior Secondary Schools in Rivers State (N = 649).

S/No.	Statement	Principals [$n_1 = 268$]		Decision n	Teachers [$n_2 = 381$]		Decision
		\bar{X}_1	SD		\bar{X}_2	SD ₂	
1	Good morals are very much upheld in the management of the school to achieve sound academic performance.	3.37	0.85	HE	3.15	0.69	High Extent
2	Management of the school ensures that staffs are ethically minded in their daily work to improve quality of academic performance of students.	3.33	0.65	HE	3.26	0.63	High Extent

3	Entrenchment of teachers' codes of behaviour in the school system improves students' academic performance	3.18	0.80	HE	3.05	0.77	High Extent
4	Trust fosters full involvement of all the members of staff in the school system for the achievement of school goals and objectives.	3.29	1.10	HE	3.39	0.72	High Extent
Total		3.29	0.85	HE	3.21	0.70	High Extent

Source: Field Survey, 2019

Table 1 shows that Principals have a total mean of 3.29 and standard deviation of 0.85, while Teachers have total mean of 3.21 and standard deviation of 0.70 on their rating of the extent of influence of ethical code on academic achievement of students of public senior secondary schools in Rivers State. Both the Principals and Teachers have very low standard deviations indicating close cluster of the scores about the mean, and total means that lie between 2.5 – 3.5 implying high extent influence of ethical code on academic achievement of students of public senior secondary schools in Rivers State. Thus, ethical code influence to a high extent, the academic achievement of students of public senior secondary schools in Rivers State."

Hypothesis 1: Principals and Teachers of public senior secondary schools in Rivers State do not significantly differ in their mean scores of ethical codes in public senior secondary schools in Rivers State.

Table 2: z-test on the opinions of principals and teachers on the influence of ethical codes in public senior secondary schools in Rivers State

Respondents	N	\bar{X}	SD	Z _{cal}	α	Z _{crit}	Decision
Principals	268	3.29	0.85	1.19	0.05	1.96	Retain H ₀ : Z _{cal} < Z _{crit}
Teachers	381	3.21	0.70				

Source: Field Survey, 2019

Table 2 above presents an analysis of the opinions of principals and teachers regarding the influence of ethical codes in public senior secondary schools in Rivers State using z-test statistical tools. The table also shows that, 268 Principals have a mean rating of 3.29 and standard deviation of 0.85 on the opinions of principals and teachers on ethical code in public senior secondary schools in Rivers State. Further, it shows that 381 Teachers have a mean scores of 3.21 and standard deviation of 0.70 on the opinions of principals and teachers on ethical codes in public senior secondary schools in Rivers State. The calculated z-value is 1.19, chosen alpha is 0.05 for a two-tailed test, and the critical z-value is 1.96. Since the calculated z-value (1.19) is less than the critical z-value (1.96), the null hypothesis of "no significant difference in the mean rating of Principals and Teachers on ethical code in public senior secondary schools in Rivers State" is not rejected. In other words, Principals and Teachers of public senior secondary schools in Rivers State agree that ethical codes of Principals and Teachers on ethical code influences students' academic achievement to a "High Extent".

Discussion of Findings

Influence of Ethical Codes of Principals and Teachers on academic Achievement of Students. Research question 1 explains the extent to which ethical code influence the academic achievement of students of public senior secondary schools in Rivers State. The result of the findings shows the extent to which teachers' ethical code influence the academic achievement of students of senior public secondary school in Rivers State is on a high extent. Item 1 which has a mean of 3.37 and 3.15 reveals that the extent to which integrity and good morals are very much upheld by both principals and teachers to ensure that staff are ethically minded in their daily work to improve quality of academic performance of students are high. Item 3 which has mean responses of 3.18 and 3.05 respectively reveals. This result agrees with that by Youssef (2015) that achieving top quality performance in all areas of an organization (including educational institution) is very important. Therefore organizations, including public secondary schools, the need to define our values through our philosophy and mission; they must also define their ethical practices in written and oral communication (Butts & Rich, 2012). To do this, it must be remembered that trust is a by-product of integrity and ethical behaviour, without which the TQM framework cannot be realized.

CONCLUSION

Total Quality Management recognizes that education system has little value if contents are not student centred. Therefore, quality education system must be able to develop and attend to the needs of students and the teachers. Colleges and universities have begun implementing total quality management beyond the administrative, service, and non-academic units of their institutions. And some higher education institutions who have ventured with total quality management into their academic units are primarily still in the planning stages. However, the study's content scope or variables were discussed extensively; these are outlined as follows; teachers' ethical code, staff training: teamwork: motivation, leadership communication.

RECOMMENDATIONS

Based on the findings, the following were recommended were drawing from the research findings reported in chapter four of this work, the following recommendations are made as follows;

- 1) Teachers' ethical codes and co-operation within the school community among management, staff and students are highly recommended. It gives students opportunities to work on their academic efficiencies in an environment void of strife. The harmony in the work environment produces the desire to perform maximally.
- 2) Staff training enhanced school productivity. Hence, in-service training, forums, seminars, workshops, conferences should be given top priority by the schools' board and ministry of education via the government.
- 3) Teachers/staff motivation should be made plays vital role to focus on students' educational need. Motivated teachers can perform better than non-motivated ones; by these incentives are effective implementation of minimum wage, prompt payment of salary, promotion, provision of imprest and other fringe benefits associated with the teaching profession

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