

1 Unethical Practices and Management Option in Mission Schools 2 as Perceived by Teachers in Delta State

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6

7 **Abstract**

8 This study was conducted to investigate unethical practices and management options in Delta
9 State mission schools as perceived by teachers. To guide the study, four research questions
10 were raised and four hypotheses were formulated. The study which was a descriptive survey
11 adopted the ex-post-facto design. The population of the study consisted of 1319 teachers in 40
12 mission schools in Delta state as at 2014/2015 academic year. The sample used for this study
13 was 456 teachers drawn from the population of the study which represented 40

14

15 **Index terms**— unethical practices, management option, teachers, nigeria.

16 **1 Introduction**

17 The primary objective of the early Christian missionaries was to convert the natives to Christianity through
18 education. The knowledge of the Bible, ability to sing hymns, recite catechisms and to communicate both orally
19 and in writing was considered essential for a good Christian. As already observed, several missionary bodies, with
20 their political, economic and denominational sympathies emerged during this period, working as hard as they
21 could to establish as many schools as they could. It is important to note that each missionary body operated its
22 own educational Author: Delta State University. e-mail: revbomageorge@gmail.com system and financed its own
23 educational project. Today, mission schools have spread like a wide fire in all states of the federation (Nwaze,
24 2011).

25 Mission schools like every other school in Nigeria faces a host of challenges which have affected its primary
26 objectives. Mission schools are confronted with management options and unethical practices. The potential for
27 conflict in these situations can be exacerbated by differences in the roles and responsibilities of teachers within
28 the school system. Leading to little discussion of the ethics upon which the choices to be made in these difficult
29 situations are based. Unethical practices frequently arise from decisions which require value judgements about
30 doing the right thing, or good/ best thing in a particular situation. Campbell (2008) stated that doing the 'right
31 thing' seems easy enough most times, when an ethically difficult situation arises, it may cause individuals to
32 examine their ethics in practice. He went further to assert that teaching is inherently a moral endeavour with
33 principals, teachers and the whole school community struggling with complex ethical realities in their day-to-day
34 activities. Kohlberg (2010) opined that moral reasoning, as a precondition to ethical behaviour is not sufficient
35 to act in an ethical way. It is often, assumed that teachers will do the 'right thing', and in doing so ethics and
36 moral principles may simply become part of the hidden curriculum. This means that, the principles on which
37 teachers' act are so embedded in practice that they are generally not discussed, examined nor talked about.
38 However, Lyons (2006) rightly put it that majority of teachers reported that they had difficulty in resolving real
39 life unethical issues they faced when carrying out their daily activities within the school system.

40 However, unethical practices in mission schools, as identified by Leke (2009) include truancy on part of teachers
41 and students, cheating during examination, improper dressing, drug abuse, lying and lateness to school and
42 lessons, leaking examination questions among others. These unethical practices disturb the minds of teachers
43 and students, which interfere with the learning of both the students and their peers (Aduma, & Auwal, 2007).
44 The quality of education to parents depends on what affects their children that is the school climate based on

6 E) SIGNIFICANCE OF THE STUDY

45 character moulding of the learners. Practice of learning and work ethics is a good determinant of qualitative
46 education. Schools where unethical practice is high in operation cannot produce disciplined and quality graduates.
47 This reduces the value of our school products, based on the standard by which we judge human behaviour. In
48 other words, moral rules, promoting those things thought of as good and minimizing or avoiding those things
49 thought as bad learnt at early age at home and school. Mission schools do not only experience unethical practices
50 within the school but also are confronted with management issues. There are numerous issues before the mission
51 schools and before the school administrators (principals and teachers). Sidhu (2007) opined that these challenges
52 are: explosion of students' population, lack of credibility, poor facilities, political unrest, lack of cooperation,
53 non-performance, lack of devotion, outdated expertise, wastage, and poor planning.

54 In the same vein, the management issues maybe due to the changing society in which the mission school finds
55 itself today. Today, the society is in a state of continual change, with one change leading to another. The society
56 has become increasingly confused, fragmented and discontented (Grimmett & Echols 2010). This is because the
57 rapid pace of change has affected all institutions without exception to the mission schools. In the educational
58 institutions, students' and teachers' culture has changed dramatically thus, influencing their attitudes to teaching
59 and learning respectively (Nwaka, 2010). The old learning, skills, attitudes, instructional materials, equipment
60 and methods are quickly getting obsolete, irrelevant or inadequate. As the society witnesses these rapid changes,
61 education has been pointed out as the only instrument of salvation. It is believed by the researcher that education,
62 as the foundation of all societies and the globally competitive economies, is the most efficient way through which
63 a society can face the issues of today and tomorrow.

64 2 a) Statement to the Problem

65 Mission school that is held in high esteem by government, host community, and parents have been bedevilled
66 with high incidence of unethical practices as well as management issues. These challenges have made parents
67 to lose hope in their wards who attend mission schools within Nigeria in general and Delta state in particular.
68 However, the influence of unethical practices confronting the school administration, school climate, quality of
69 school graduates and societal perception on the mission schools is well known. This has negative effect on
70 the societal value of mission schools, locally, nationally and internationally. These are some of the reasons for
71 perceived fall in the quality of instruction by teachers and academic achievement by students. The increasing rate
72 of dropout, interschool movement within local government, state and countries are also perceived to be unethical
73 practices in mission schools in Delta State.

74 In addition, the effects of wastage in education resulting from corruption due to unethical practices, after huge
75 financial, human, material investments in the mission schools are known by scholars. However, one particular
76 question that agitated the mind of the researcher is how do teachers in mission schools perceive unethical practices
77 and management issues within their school system? Therefore, the problem of this study is what are the unethical
78 practices and management options in Delta State mission schools as perceived by teachers.

79 3 b) Research Questions

80 The following research questions were raised to guide the study.

81 4 c) Hypotheses

82 The following hypotheses were formulated from the research questions raised. 1. There is no significant difference
83 between the perception of male and female teachers on identifiable unethical practices in Delta state mission
84 schools. 2. There is no significant difference between urban and rural teachers on the causes of unethical
85 practices in Delta state mission schools. 3. There is no significant difference between experienced and less
86 experienced teachers on the perception of the consequences of the ethical practices in mission schools. 4. There is
87 no significant difference between male and female teachers' perception on the management options for unethical
88 practices in mission schools.

89 5 d) Purpose of the Study

90 The purpose of this study was to examine unethical practices and management options in Delta state mission
91 schools as perceived by teacher. Specifically, the study sought to investigate: 1. To find out the unethical practices
92 in Delta state mission schools as perceived by teachers. 2. To investigate the causes of unethical practices in
93 mission schools 3. To ascertain the consequences of unethical practices in Delta state mission schools 4. To
94 examine management options for unethical practices in Delta state mission schools.

95 6 e) Significance of the Study

96 This study will be beneficial to government, school administrators, those having one form of role to play in the
97 Educational sector and finally those interested in carrying out research on similar topic. Government will benefit
98 from this study because it will portray unethical practices and management issues facing Delta state mission
99 schools in particular and Nigeria mission schools in general. If the control measures identified is followed strictly
100 by the government, it will go a long way to help solve the problem of unethical practices as well as management

101 options facing mission schools. The study will help mission school administrators to understand those unethical
102 practices facing the school, and how it is being perceived by teachers within the school. It will make the principals
103 to get prepared for unethical practices that might arise when they carry out their daily activities in the school
104 environment. The study will help those interested in carrying out similar study to understand the state of
105 unethical practices and management issues facing mission schools.

106 **7 II.**

107 **8 Review**

108 This study was based on concept of decision making propounded by Herbert Alexander Simon in the year 1947.
109 Decision making is a universal process in an organization. It is defined as a process of choosing from among
110 alternatives or alternative ways of achieving an objective or providing a solution to a problem, (Peretomode, 2012).
111 Williams, Wilson, and Sugarman (1980) categorizes the different decision-making approaches into two schools of
112 thought; incremental and system analysis. However, it was Lindblom (1980) who first introduced and formalized
113 the incremental strategy to decision making. According to Hoy and Miske (2005) Lindblom characterized this
114 method of decision as the science of muddling through. The method suggests that commonplace practice among
115 most managers and administrators is to tackle "a problem by inches, not by yards or miles", (Peretomode, 2012).
116 Lindblom (1980) points out that the approach may be the only feasible approach to systematic decision making
117 when the issues are complex, uncertain, and riddled with conflict. This process, he stated is best described as a
118 method of successive limited comparisons. Deciding does not require objective, exhaustive analysis of alternatives
119 and consequences, or a priori determination of either optimum or satisfactory outcomes. Instead only a small
120 and limited set of alternatives, similar to the existing situation, is considered by successively comparing their
121 consequences until decision maker come to some agreement on course of action, ??Hoy and Miske, 2005).

122 **9 a) Concept of Ethics**

123 Ethics is the basic concepts and fundamental principles of decent human conduct. It includes study of universal
124 values such as the essential equality of all men and women, human or natural rights, obedience to the law of
125 land, concern for health and safety and, increasingly, also for the natural environment, (Nwaka, 2010). He
126 states that "standard definitions of ethics have typically included such phrases as 'the science of the ideal human
127 character' or 'the science of moral duty'" (Kidder, 2010). Richard and Linda (2006) define ethics as "a set of
128 concepts and principles that guide us in determining what behaviour helps or harms sentient creatures". The
129 Cambridge Dictionary of Philosophy (2015) stated that the word ethics is "commonly used interchangeably with
130 'morality' and sometimes it is used more narrowly to mean the moral principles of a particular tradition, group or
131 individual." Richard and Linda (2006) stated further that most people confuse ethics with behaving in accordance
132 with social conventions, religious beliefs and the law and do not treat ethics as a stand-alone concept. The word
133 "ethics" in English can mean several things. It can refer to philosophical ethics-a project that attempts to use
134 reason in order to answer various kinds of ethical questions. It can also be used to describe a particular person's
135 own, idiosyncratic principles or habits, (David, 2014). It may also be used to characterize the questions of
136 right-conduct in some specific sphere, even when such right-conduct is not examined philosophically.

137 However, many people think ethics has to do with a set of social conventions or a religious decree. In
138 professional philosophy it is not typically consider as a definition of ethics. Philosophical ethics could be called
139 the study of what is good and bad. Generally, philosophical ethics concerns itself with discovering a system one
140 may use to determine who or what is good, or with evaluating systems that others have proposed.

141 **10 b) Unethical Practices in Mission Schools**

142 Unethical behaviour in the workplace can be defined as any action that does not conform to the standards of
143 conduct established by the organization. Unethical behaviour can occur in the relationships between employees,
144 in the way an employee goes about his business or how he uses company resources. Unethical behaviour can
145 even break the law in some situations. Thus, an unethical behaviour is an action that falls outside of what is
146 considered morally right or proper for a person, a profession or an industry. Individuals can behave unethically,
147 as can businesses, professionals and politicians, (David, 2014).

148 Over the time, unethical practices have affected the fortunes of our educational system in Nigeria, which is
149 perhaps on its lowest ebb now. The university system, we once prided ourselves with as citadel of learning and
150 centre of academic excellence, has joined the maddening crowd to shed its core values. "A comparison between
151 the universities of the 1960s and 1970s with those of the past two decades will show wide disparity in terms
152 of the quality of both the inputs and the outputs," (Adukuwu 2012) The strands of thought that readily comes
153 to mind whenever the issue of Nigeria's educational policy is raised are; decline in standard, deterioration of
154 facilities, examination malpractices, mass production syndrome and the likes. Our present educational system
155 risks the chance of losing their mandate of providing qualitative education if the progressive decline in ethics is
156 allowed unchecked. A closer look at the system reveals an entire gamut of unwholesome and unethical practices
157 bedevilling it. The rot has permeated every facet of the education sector. It cuts across all ages, parents, teachers,
158 government and the society at large.

159 **11 III. Unethical Practices at the Primary School**

160 Acceptance of under aged children for enrolment into nursery and primary schools: It appears that parents are
161 now abdicating their God given roles to teachers as a result of the harsh economic realities of our time. Most of
162 our career nursing mothers are no longer baby friendly. They are not favourably disposed to the age long practice
163 of breast feeding their babies. Upon the expiration of their maternity leave, they usually drop off babies at the
164 crèche or with their nannies at home and return to work. Whence this trend has started, there is no going back,
165 and that marks the beginning of a lifelong journey for such babies.

166 The calibre of teachers in our public primary schools:

167 The calibre of teachers in some of our public primary schools has become a serious source of concern. While
168 their educational qualifications are suspect; their capabilities are questionable. Majority of the teachers produced
169 by teacher training colleges, colleges of education and universities are not knowledgeable in their subject areas.

170 Lackadaisical attitude to work: It has also been observed that teachers in public primary schools deliberately
171 hold back at teaching their pupils on time. They are usually preoccupied with hawking of their wares during
172 official periods.

173 Preponderance of female teachers: Teaching in the schools is now the exclusive preserve of women, especially
174 those within the reproductive age bracket. Overtime, they go on maternity leave; leaving the overcrowded classes
175 to their colleagues, who do not seem to be interested in the job function, but what they can make out of it.

176 Overcrowded public primary schools: Most of our public primary schools are overcrowded, with inadequate
177 classroom blocks and ram shackled furniture. The pupilteacher ratio is unduly high.

178 Extortion of cash: Operating a private school has become a gold mine. Fees in some private schools in the
179 urban areas are far higher than tuition paid in federal universities. Teachers in both public and private schools
180 have devised so many ingenious ways of extorting money from parents. Illegal fees have been introduced in all
181 tiers of education in Nigeria.

182 No to pupil's handiwork, yes to cash: A time there was when pupils were tasked on skills acquisition. Pupils
183 were made to produce something on their own to show as, "handiwork". The essence was to help develop their
184 skills and the psychomotor domain. Such handiworks include needle works, arts and crafts. This noble concept
185 seems to have been taken over by events as pupils are now persuaded to pay cash as against the production of
186 handiworks.

187 **12 a) Unethical practices at the secondary school**

188 Cultism now exists in our secondary schools: Undoubtedly, cultism is one of such social vices confronting Nigerian
189 schools today. There is hardly any academic session without reported cases of cultism and its attendant disruption
190 of academic calendar in many Nigerian institutions.

191 Image hype for schools in order to attract patronage: According to Nwaze (2011), heads and owners of schools
192 are perpetually in a competitive race to create image hype for their schools and attract improved patronage. This
193 is more intense in the case of private schools whose survival or otherwise has a lot to do with general perception
194 of their performance in public examinations such as WAEC and NECO.

195 Extortion of cash: Extortion of cash is not restricted to primary school pupils alone. It is also an issue to
196 contend with in our secondary schools. This comes in the guise of laboratory, practical science and padded
197 WAEC registration fees etc.

198 **13 The appointment of non-professionals as teachers:**

199 Teaching is a profession with imbued work ethics and a code of conduct. Ironically, the recruitment of teachers
200 into primary and secondary schools seems to be an all comer's affair. Graduates of other disciplines have invaded
201 the classrooms.

202 **14 Knowledge or Information explosion:**

203 Our educational curriculum at the secondary level has become rather too unwieldy.

204 **15 Dearth of quality teaching and non-usage of WAEC Syllabus:**

205 According to the West African Examinations Council (WAEC), more candidates fail in their examination due to
206 lack of quality teaching compared to what most adults got during their school days.

207 **16 b) Causes of Unethical Practices**

208 According to Ajayi and Adeniji (2009), the major cause of unethical practices in our educational system could
209 be attributed to the following factors: 1. Laxity in Home Control and Parental Supervision: It has always
210 been said that "charity begins at home", but contrary to this assertion, today's parents have abandoned their
211 primary responsibilities of raising their children in the way they themselves were raised. Instead, they run after
212 material wealth and fame leaving the responsibility of child discipline entirely in the hands of the school. This is
213 more apparent in the education system where students are regarded as adults who need little or no supervision.
214 asserted "there was shortage of everything except the pupils" in all our educational institutions. This could be

215 said to be the genesis of indiscipline in our educational institutions. Other areas where government promotes
216 unethical behaviours and indiscipline in schools include using students in politics and encouraging them to be
217 partisan and undue interference in students' union matters.

218 Ignorance is another major cause of unethical behaviours. MacDo (2006), revealed that the ignorance that
219 the acts are unethical and not knowing the seriousness of the consequences when caught, are causes of unethical
220 behaviours. Competition for scarce resources, power or position can cause individuals to engage in unethical
221 behaviours. Hosmer (2007) emphasized that an attempt to improve their corporate competitive positions made
222 managers to take immoral actions (Hosmer, 2007). ??azerman and Banaji (2014) felt that the cause of the
223 unethical behaviours in organizations is the presence of a "few bad apples" among organizational actors. The
224 primary cause of unethical behaviours can be traced to lack of maintaining the type of consistent leadership that
225 is necessary for running an ethical organization. This exposes the employees to opportunities that make them
226 engage in unethical behaviours.

227 **17 c) Consequences of Unethical Practices**

228 A holistic review of ethical issues in our educational system shows that the sector has received serious battering
229 which has greatly dented its credibility, damaged its image, reduced its effectiveness and has not helped to allow
230 it make the expected impact that it ought to make on character formation, positive lifestyles and the development
231 of our country. It would not be wrong to aver that the moral decadence, depravity, exuberance and turpitude,
232 which seem to pervade the school system, have been vicariously nurtured by our indolent parents and the school
233 system, these are steadily being transmitted into the society of which the students and teachers are part of and are
234 re-packaged to be re-cycled into every facet of our life, (Kanu and Ursula, 2012). On the whole, our value system
235 has been seriously jaundiced, perverted, inflected with gross immorality, circumventing alibis and short-cuts,
236 damaging inundated with false pretences, negative lifestyles and foul-plays. Relating consequences of unethical
237 practices to real business world Wole (2012) argue that organizations that practice unethical conduct face severe
238 and long-term consequences, such consequences are hidden but it has negative impact to the organisation in
239 long-term profitability and even in sustainability. The first of these consequences as stated by Ridley (2008) is
240 obviously reputational damage, which affects an organization's ability to attract new and repeat business.

241 Unethical practices also create a plethora of problems related to employees and employee productivity. Honest
242 employees will battle to work in an unethical business environment, with increased absenteeism and lack of
243 productivity the inevitable result. A recent Harvard Business School study showed, for example, that corruption
244 in an organization has a marked negative impact on employee morale. And employee morale is directly linked
245 to employee commitment and ultimately to company performance. An unethical work environment can provoke
246 honest employees to leave, ??Farrel, 2006). In situations where unethical behaviour is rife, organizations often
247 opt for intrusive surveillance within the workplace, and an increasingly elaborate framework of rules. Such an
248 approach represents not only a significant direct extra cost to the business, but also contributes to a paranoid,
249 adversarial and thus dysfunctional work environment: one that promotes poor productivity and attempts by
250 employees to assert their freedom by acting in ways that are hostile towards the company's best interests.

251 **18 d) Management Options for Unethical Practices**

252 Teachers face many unethical challenges each day in the school. When faced with these unethical challenges, how
253 do teachers respond to it? Professions such as law and medicine have created codes of ethics to communicate
254 the responsibilities of a profession and to improve personal beliefs, values, and morals. These codes help define a
255 professional's responsibilities to the people they work with and for. Many organizations have review boards that
256 monitor and enforce codes of professional standards (Webb, 2007). Similarly, school administrators also have
257 codes of ethics that can guide their decision making during their day-to-day professional challenges. Teachers
258 face a variety of unethical and moral challenges throughout their teaching careers; however, educators do not
259 have a common board that governs its members' unethical behaviour. Instead, there are numerous educational
260 organizations that have written their own specific codes for ethical behaviour. The Council for Exceptional
261 Children (2013) has developed a code of ethics for educators who work with persons with exceptionalities.
262 Additionally, the National Education Association (NEA, 2005) has developed a code of ethics for educators with
263 various roles in the teaching profession. Other organizations have similar codes; most states have also developed
264 codes of ethics for educators within their state. The goal of all of these guidelines is to provide professionals with
265 direction for resolving the unethical challenges they faced each day in the school.

266 The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of
267 the pursuit of truth, devotion to excellence, and nurture of the democratic principles. Essential to these goals
268 is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all.
269 The educator accepts the responsibility to adhere to the highest ethical standards. What is considered unethical
270 often comes down to determining what is in the best interest of the teacher and student. "Behaving ethically is
271 more than a matter of following the rules or not breaking the law-it means acting in a way that promotes the
272 learning and growth of teacher/students and helps them realize their potential" (Parkay, 2014). When educators
273 or students engage in unethical behaviour it can damage a good teacher-student relationship. Unethical behaviour
274 can ruin trust and respect between teachers. In extreme situations unethical behaviour can result in a teacher

24 F) RELIABILITY OF THE INSTRUMENT

275 losing his or her teaching position or certification. Resolving unethical challenges requires difficult educational
276 decisions that do not always have a clear-cut "right" answer.

277 In fact, it appears that teachers are poorly prepared to handle ethical challenges they might encounter.
278 Although teachers may be aware of the more obvious or illegal unethical situations such as dating students,
279 sexual harassment, communication of false information, they appear to be less prepared for subtler situations,
280 (Keith-Spiegel, Whitley, Balogh, Perkins, & Wittig 2012).

281 19 e) Appraisal

282 The conceptual framework for this study was based on concept of decision making. The concept stated that
283 decision making is a process of choosing from among alternatives or alternative ways of achieving an objective
284 or providing a solution to a problem. The literature revealed that ethics is the basic concepts and fundamental
285 principles of decent human conduct. It includes study of universal values such as the essential equality of all men
286 and women, human or natural rights, obedience to the law of land, concern for health and safety and, increasingly,
287 also for the natural environment. Ethics is "commonly used interchangeably with 'morality' and sometimes it is
288 used more narrowly to mean the moral principles of a particular tradition, group or individual. The literature
289 also revealed that unethical behaviour in the workplace can be defined as any action that does not conform to
290 the standards of conduct established by the organization. Unethical behaviour can occur in the relationships
291 between employees, in the way an employee goes about his business or how he uses company resources. Unethical
292 behaviour can even break the law in some situations.

293 The literature also revealed that causes of unethical practices in our educational system could be attributed
294 to the following factors: laxity in home control and parental supervision, school factor, teacher factor, societal
295 factor, technological factors, government influence, Job pressure, Ignorance is another major cause of unethical
296 behaviours etc. The literature revealed that create policies and practices, develop people's understanding, put
297 controls in place, build a culture of transparency, openness, and communication, creating a code of conduct,
298 leading by example, reinforce consequences, show employees appreciation, welcome an ethics speaker, create
299 checks and balances etc. are management options for unethical practices. However, studies have not shown how
300 teachers gender influence unethical practices as well as teacher's years of service influence their perception on the
301 consequences of unethical practices. The literature reviewed focused more on business organization in general,
302 thus, no single study has been carried out on unethical practices and management options in mission schools as
303 perceived by teacher, hence this study.

304 20 IV.

305 21 Methods and Procedure a) Research Design

306 The study is a descriptive survey which adopted the ex-post-facto design. Descriptive survey is conclusive in
307 nature, as opposed to exploratory. This means that descriptive survey gathers quantifiable information that
308 can be used for statistical inference on targeted audience through data analysis. As a consequence, this type of
309 survey takes the form of closed-ended questions, which limits its ability to provide unique insights. Thus, this
310 study measures the significance of something about a group of respondents and the population they represent.
311 However, no variable was manipulated.

312 22 b) Population Size

313 The population of the study consists of 1,117 teachers in 40 mission schools in Delta state as at 2014/2015
314 academic year.

315 23 c) Sample and Sampling Technique

316 The sample used for this study was 456 teachers drawn from the population of the study which represented 40%
317 of the entire population. The sampling procedure used was simple random sampling technique. This was done by
318 assigning a unique number to each member of the population. Each number was then placed in a bowl and mixed
319 thoroughly. The blindfolded assistant researcher then picks numbered tags from the bowl. All the individuals
320 bearing the numbers picked by the assistant researcher were the subjects for the study. The instrument was
321 subjected to screening by the researcher's supervisor and three other experts in Department of Measurement and
322 Evaluation. The items were examined to find out if they were adequate for the study. Based on their suggestions,
323 comments, recommendations, corrections on spelling errors, grammatical errors as well as addition of new items
324 were made and the questionnaire was approved as valid through face and content validity.

325 24 f) Reliability of the Instrument

326 To ensure that the instrument measured considerably and consistently what it intended to measure, it was
327 subjected to a split-half reliability test using 30 teachers from Delta State public secondary schools, to carry out
328 the pilot study. The instrument was administered to the respondents after which the items were divided into
329 halves of odd and even numbers. The scores were computed using the Pearson Product Moment Correlation

330 Statistics and a Co-efficient of 0.83 was obtained which showed high reliability, thus the instrument was used for
331 the study.

332 **25 g) Administration of the Instrument**

333 The instrument was administered by the researcher and some colleagues to the respondents. 456 copies of the
334 questionnaire were administered to the teachers in the mission schools out of which 445 copies were properly filled
335 and retrieved. The presence of the researcher enhanced the responses of the respondents in filling and completion
336 of the questionnaire.

337 **26 h) Method of Data Analysis**

338 The responses from the respondents were carefully converted into mean scores for the purpose of answering of
339 the research questions raised while t-test was used to test the hypotheses formulated. For the research questions
340 a mean score of 2.50 was the benchmark for agreeing, any score below is said to disagree.

341 V.

342 **27 Presentation and Discussion**

343 **28 a) Demographic Variables**

344 The respondents in the study were represented according to sex (male or female), location (urban or rural) and
345 years of teaching (experienced or less experience). The distribution of teachers' sex above shows that out of
346 456 respondents, 213 representing 46.7% were male teachers, while 243 representing 53.3% were female teachers.
347 The distribution shows that out of 456 respondents, 319 representing 69.9% were urban teachers, while 137
348 representing 30.1% were rural teachers. The distribution shows that out of 456 respondents, 284 representing
349 62.3% were experienced teachers, while 174 representing 37.7% were less experienced teacher.

350 **29 Global Journal of Management and Business Research**

351 Volume XVII Issue IV Version I Year () Data in Table 6 shows mean scores analysis on unethical practices in
352 Delta state mission schools. The result of the study has revealed that respondents agreed on teachers awarding
353 unmerited score to students, sexual harassment, students' truancy, teachers do not cover scheme of work and
354 students cheating during examination with mean scores of 3.03, 3.90, 2.51, 3.51 and 2.55 respectively. However,
355 respondents disagreed on falsification of students' data, communicating false information, improper use of school
356 property, teachers deliberately extort money from students, using official time for personal business, teaching
357 students without proper preparation and teachers lie in order not to carry out their duty with mean scores of
358 2.12, 2.42, 2.35, 2.17, 2.30, 2.22 and 2.32 respectively.

359 From the data analysis therefore, unethical practices in Delta state mission schools include; teachers awarding
360 unmerited score to students, sexual harassment, students' truancy, teachers do not cover scheme of work and
361 students cheating during examination. Research Question 2: What are the causes of unethical practices in Delta
362 State mission schools? Data in Table 7 shows mean scores analysis on causes of unethical practices in Delta State
363 mission schools. The result of the study revealed that respondents agreed on freedom granted by the parents to
364 their children, parents allow their wealth to be the pride of their children, lack of parental supervision, students'
365 improper dressing and students' laziness with mean scores of 3.08, 3.19, 2.92, 3.11 and 3.32 respectively. However,
366 respondents disagreed on greed on the part of the teachers, teacher/students ratio, teachers' laziness, physical
367 environment of the school and inadequate exposure of students to reading materials with mean scores of 2.16,
368 2.05, 2.43, 2.21 and 2.48 respectively.

369 Thus the causes of unethical practices in Delta State mission schools include; freedom granted by the parents to
370 their children, parents allow their wealth to be the pride of their children, lack of parental supervision, students'
371 improper dressing and students' laziness. Research Question 3: What are the consequences of unethical practices
372 Delta state in mission schools? Data in Table 8 shows mean scores analysis on consequences of unethical practices
373 in Delta State mission schools. The result of the study revealed that respondents agreed on dented the credibility
374 of education, damaged the image of mission schools, increased student's absenteeism and provoke honest teachers
375 to leave the school with mean scores of 3.12, 3.03, 3.90 and 2.51 respectively. However, respondents disagreed on
376 ineffective character formation, increased teacher's absenteeism, lack of productivity on the part of the teacher
377 and dysfunctional work environment with mean scores of 2.42, 2.25, 2.17 and 2.31 respectively.

378 Thus, the consequences of unethical practices in Delta state mission schools include; dented the credibility of
379 education, damaged the image of mission schools, increased students' absenteeism and provoke honest teachers
380 to leave the school. Research Question 4: What are the management options for unethical practices in Delta
381 state? Data in Table 9 shows mean scores analysis on management options for unethical practices in Delta
382 State mission schools. The result of the study revealed that respondents agreed on provision of ethics training
383 programmes for teachers/students, appointment of ethics specialist who plays a role in top management decision
384 making in all schools, preparation of codes of ethics in schools, parents should supervise the activities of their
385 children at home, training people within the school community to act ethically and reinforce consequences for
386 unethical practices with mean scores of 3.10, 3.01, 2.64, 3.22, 2.70 and 2.50 respectively. However, respondents

34 D) MALE AND FEMALE TEACHERS' PERCEPTION ON THE MANAGEMENT OPTIONS FOR UNETHICAL PRACTICES IN MISSION SCHOOLS

387 disagreed on reporting perceived unethical school practices to outside authorities and abide strictly to, only the
388 good sides of technological innovations with mean scores of 2.11 and 2.20 respectively.

389 Thus the management options that can be adopted to manage unethical practices in Delta state mission
390 schools include; provision of ethics training programmes for teachers/students, appointment of ethics specialist
391 who plays a role in top management decision making in all schools, preparation of codes of ethics in schools,
392 parents should supervise the activities of their children at home, training people within the school community to
393 act ethically and reinforce consequences for unethical practices.

394 30 VI.

395 31 Discussion of Findings a) Perception of Male and Female 396 Teachers on Identifiable Unethical Practices in Delta State 397 Mission Schools

398 The result of the study has revealed that the aggregate mean scores of 2.53 and 2.39 for female teachers and
399 male teachers respectively shows that there is a difference between the perception of male and female teachers
400 on identifiable unethical practices in Delta state mission schools. This is true because the aggregate mean
401 scores of female teachers exceeded the benchmark mean score of 2.50 but male teachers were less than 2.50.
402 Hypothesis tested shows that there is a significant difference between the perception of male and female teachers
403 on identifiable unethical practices in Delta state mission schools.

404 32 b) Urban and Rural Teachers on the Causes of Unethical 405 Practices in Delta State Mission Schools

406 The result of the study revealed that the aggregate mean scores of 2.44 and 2.39 for urban teachers and rural
407 teachers respectively revealed that there is no difference between urban and rural teachers on the causes of
408 unethical practices in Delta state mission schools. This is true because the aggregate mean scores did not exceed
409 the benchmark mean score of 2.50. Hypothesis tested shows that there is no significant difference between urban
410 and rural teachers on the causes of unethical practices in Delta state mission schools. This finding agrees with
411 Oziambro (2013) who stated that teacher professional misconduct was prevalent in both rural and urban settings
412 in Rukwa Region with some variation in terms of type, cause, and frequency. Secondly, the variation of teacher
413 misconduct in schools was greatly influenced by teacher's sex, work experience, and level of education. In view
414 of the research findings recounted, the paper concludes that teacher misconduct is a problem of great concern in
415 both rural and urban schools that affects teachers' work performance, the teaching, and learning process, and
416 the quality of education at large. But this finding disagrees with Uyo, (2004); Akpan, Okey and Esirah, (2005)
417 who opined that teachers perceived unethical practices were high in urban schools. Lathrop and Foss, (2000);
418 Onipede, (2003) who stated that teachers perceived unethical practices as a common feature of rural schools.
419 This finding also disagree Adeyemi (2010) who stated that there is a significant difference in the perception of
420 teachers of examination malpractices in urban and rural secondary schools in the State. Rural schools had a
421 higher mean value (56.1) than urban schools ??24.7). This indicates that examination malpractices were in a
422 greater dimension in rural schools than in urban schools in the State.

423 33 c) Experienced and Less Experienced Teachers on the Per- 424 ception of the Consequences of the Ethical Practices in 425 Mission Schools

426 The result of the study revealed that the aggregate mean scores of 2.59 and 2.60 for experienced and less
427 experienced teachers respectively. This result revealed that there is no difference between experienced and less
428 experienced teachers on the perception of the consequences of the ethical practices in mission schools. This is
429 true because the aggregate mean scores exceeded the benchmark mean score of 2.50. Hypothesis tested shows
430 that there is no significant difference between experienced and less experienced teachers on the perception of the
431 consequences of the ethical practices in mission schools.

432 34 d) Male and Female Teachers' Perception On the Manage- 433 ment Options for Unethical Practices in Mission Schools

434 The result of the study revealed that the aggregate mean scores of 2.75 and 2.72 for male and female teachers
435 respectively. This result revealed that there is no difference male and female teachers' perception on the
436 management options for unethical practices in mission schools. This is true because the aggregate mean scores
437 exceeded the benchmark mean score of 2.50. Hypothesis tested revealed that there is no significant difference
438 between male and female teachers' perception on the management options for unethical practices in mission
439 schools.

440 **35 e) Findings**

441 The following findings were arrived at: 1. Unethical practices in Delta state mission schools include; teachers
442 awarding unmerited score to students, sexual harassment, students' truancy, teachers do not cover scheme of work
443 and students cheating during examination. 2. Causes of unethical practices in Delta State mission schools include;
444 freedom granted by the parents to their children, parents allow their wealth to be the pride of their children,
445 lack of parental supervision, students' improper dressing and students' laziness. 3. Consequences of unethical
446 practices in Delta state mission schools include; dented the credibility of education, damaged the image of mission
447 schools, increased students' absenteeism and provoke honest teachers to leave the school. 4. Management options
448 that can be adopted to manage unethical practices in Delta state mission schools include; provision of ethics
449 training programmes for teachers/students, appointment of ethics specialist who plays a role in top management
450 decision making in all schools, preparation of codes of ethics in schools, parents should supervise the activities of
451 their children at home, training people within the school community to act ethically and reinforce consequences
452 for unethical practices.

453 VII.

454 **36 Conclusion**

455 Mission schools in Delta state face some unethical practices which have affected the administration of the school.
456 These unethical practices in Delta state mission schools have dented the credibility of education, damaged the
457 image of mission schools and provoke honest teachers to leave the school. However, provision of ethics training
458 programmes for teachers/students, appointment of ethics specialist who plays a role in top management decision
459 making in all schools are some management options that can be adopted to manage unethical practices in Delta
460 state mission schools.

461 **37 VIII.**

462 **38 Recommendations**

463 The following recommendations were made by the researcher:

464 1. Mission schools should from time to time conduct seminars and workshops for school heads and teachers.
465 The seminars and workshops will be designed in as such a way as to emphasize the negative effect of unethical
466 conduct and practices in the school. 2. Mission schools should enact law that is centred on punishing any teacher
467 who engage in unethical practices in the school. 3. Mission schools should establish codes of conduct to guide
teachers' behaviours within the school. ^{1 2 3}

Figure 1:

1

S/No	Name of Schools	No of Teachers
------	-----------------	----------------

Figure 2: Table 1 :

2

S/No	Name of Schools	No of Teachers	40% of Teachers
------	-----------------	----------------	-----------------

Figure 3: Table 2 :

468

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³Unethical Practices and Management Option in Mission Schools as Perceived by Teachers in Delta State

38 RECOMMENDATIONS

3

Sex	Number	Percentage (%)
Male Teachers	213	46.7
Female Teachers	243	53.3
Total	456	100

Figure 4: Table 3 :

4

Location	Number	Percentage (%)
Urban Teachers	319	69.9
Rural Teachers	137	30.1
Total	456	100

Figure 5: Table 4 :

5

Years of Teaching	Number	Percentage (%)
Experienced Teachers	284	62.3
Less Experienced Teachers	172	37.7
Total	456	100

Figure 6: Table 5 :

6

S/No	Unethical Practices in Mission Schools	Mean	SD	Remark
1.	Falsification of students' data	2.12	0.53	-
2.	Teachers awarding unmerited score to students	3.03	0.75	+
3.	Communicating false information	2.42	0.61	-
4.	Sexual harassment	3.90	0.97	+
5.	Improper use of school property	2.35	0.59	-
6.	Teachers deliberately extort money from students	2.17	0.54	-
7.	Students' truancy	2.51	0.62	+
8.	Teachers do not cover scheme of work	3.51	0.87	+
9.	Using official time for personal business	2.30	0.58	-
10.	Teaching students without proper preparation	2.22	0.56	-
11.	Students cheating during examination	2.55	0.64	+
12.	Teachers lie in order not to carry out their duty	2.32	0.58	-

KEY: + = Agreed

= Disagreed

Figure 7: Table 6 :

7

S/No	Causes of Unethical Practices in Mission Schools	Mean	SD	Remark
1.	Freedom granted by the parents to their children	3.08	0.77	Agreed
2.	Parents allow their wealth to be the pride of their children	3.19	0.79	+
3.	Lack of parental supervision	2.92	0.73	+
4.	Greed on the part of the teachers	2.16	0.54	-
5.	Teacher/students ratio	2.05	0.51	-
6.	Students' improper dressing	3.11	0.78	+
7.	Teacher's laziness	2.43	0.61	-
8.	Students' laziness	3.32	0.83	+
9.	Physical environment of the school	2.21	0.55	-
10.	Inadequate exposure of students to reading materials	2.48	0.62	-

KEY: += Agreed

-= Disagreed

Figure 8: Table 7 :

8

S/No	Consequences of Unethical Practices in Mission Schools	Mean	SD	Remark
1.	Dented the credibility of education	3.12	0.78	+
2.	Damaged the image of mission schools	3.03	0.75	+
3.	Ineffective character formation	2.42	0.61	-
4.	Increased students absenteeism	3.90	0.97	+
5.	Increased teachers absenteeism	2.25	0.56	-
6.	Lack of productivity on the part of the teacher	2.17	0.54	-
7.	Provoke honest teachers to leave the school	2.51	0.62	+
8.	Dysfunctional work environment	2.31	0.58	-

KEY: += Agreed

-= Disagreed

Figure 9: Table 8 :

9

S/No	Management Options for Unethical Practices in Mission Schools	Mean	SD	Remark
1.	Provision of ethics training programmes for teachers/students	3.10	0.77	+
2.	Appointment of ethics specialist who plays a role in top management decision making in all schools	3.01	0.75	+
3.	Preparation of codes of ethics in schools	2.64	0.66	+
4.	Reporting perceived unethical school practices to outside authorities	2.11	0.53	-
5.	Abide strictly to, only the good sides of technological innovations	2.20	0.55	-
6.	Parents should supervise the activities of their children at home	3.22	0.80	+
7.	Training people within the school community to act ethically	2.70	0.67	+
8.	Reinforce consequences for unethical practices	2.50	0.62	+

KEY: += Agreed

-= Disagreed

Figure 10: Table 9 :

38 RECOMMENDATIONS

469 .1 Source: Field Survey d) Research Instrument

470 The instrument used for the study was a selfdeveloped questionnaire titled "Unethical Practices and Management
471 Options in Mission Schools as Perceived by Teacher, (UPMOMSPT)". The instrument consisted of two sections.
472 Section A was used to sought for demographic data e.g. gender, while section B consisted of 38 items and
473 respondents were required to rate in four-point scale of Strongly Agree (SA)=4, Agree (A)=3, Disagree (D)=2,
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