



Application of Ethical Practices and Productivity of Lecturers in Rivers State Universities

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DOI: 10.5281/zenodo.22957525

ARTICLE INFO

Article history:

Received : 13-09-2026

Accepted : 20-09-2026

Available online : 25-09-2026

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Citation: Ekwere, E. M., Osuji, C. U., & Aleru, G. E. (2026). Application of Ethical Practices and Productivity of Lecturers in Rivers State Universities. *IKR Journal of Education and Literature (IKRJEL)*, 2(5), 20-28.



ABSTRACT

Original Research Article

This study examined how the application of ethical practices relates to the productivity of lecturers in Rivers State Universities, and it was guided by three objectives, three research questions and three null hypotheses. A correlational design was used, and the population covered 2354 lecturers, made up of 1330 in Rivers State University (RSU) and 1024 in Ignatius Ajuru University of Education (IAUE), from which a sample of 330 lecturers, 240 from RSU and 90 from IAUE, was drawn through non-proportionate sampling. Data were gathered with two researcher-made instruments, the “Application of Ethical Practices Questionnaire (AEPQ)” and the “Productivity of Lecturers Questionnaire (PLQ)”, which three experts in RSU vetted for face and content validity, two of them in Educational Management and one in Measurement and Evaluation. Reliability was checked with Cronbach Alpha, giving overall coefficients of 0.86 for ethical practices and 0.82 for lecturers’ productivity. The research questions were answered with Pearson Product Moment Correlation, while the null hypotheses were tested with t-Transformation at the 0.05 alpha level. Results showed that punctuality, fairness in assessment and discipline, taken as ethical practices, each had a high, positive and significant link with the productivity of lecturers in the two universities. One of the recommendations made was that university administrators should put in place firm rules requiring lecturers to be on time for lectures, meetings and other academic duties so that punctuality becomes part of their daily work.

Keywords: Ethical Practices, Productivity of Lecturers, Punctuality, Fairness in Assessment, Discipline.

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Introduction

Universities hold a central place in the growth of any nation because they are charged with teaching, research and service to the community. Osuji et al. (2023) described university education as a means through which young people gain the knowledge and skills that open the way to gainful work, while Ogunleye (2020) added that it gives learners the specialised knowledge and competence they need to grow both as professionals and as persons. In the same vein, Alikor and Okachiku-Agbaraeke (2025) argued that education can build a productive society only where it is guided by fairness and equity, because a skilled and productive workforce grows out of a system in which learners are treated justly. The value placed on this level of education is clear in the National Policy on Education, where the Federal Republic of Nigeria

(2013) set out the aims of tertiary education to include the training of high-level manpower, the building of sound values, the growth of the intellectual ability of learners, the acquisition of practical and mental skills for self-reliance, the promotion of scholarship and community service, and the strengthening of national unity and international understanding. It is therefore plain that the university system of a country shapes careers, research and personal growth, all of which feed into economic progress and social development.

Whether these aims are met rests largely on how productive lecturers are, since they form the main human resource of any university. Akintoye et al. (2025) described lecturers as central figures in educational reform, academic guidance, career counselling and professional mentoring, while

Aondongu et al. (2024) noted that their work reaches past classroom teaching into the shaping of young lives, the guidance and motivation of students and the building of character. These duties place lecturers at the heart of university life, and their skill and competence can either advance or frustrate the goals of the institution because the quality of what they deliver determines the quality of its graduates. For this reason, lecturers are expected to model ethical conduct as they pass on knowledge, skills and attitudes, and Wey-Amaewhule and Eberechi (2024) observed that educators who are guided by ethical principles serve as role models whose behaviour students copy. It follows that the calibre of lecturers, together with their commitment, job satisfaction and motivation, goes a long way in deciding how productive they become.

Productivity of lecturers can be understood as the degree to which university teachers carry out their statutory academic duties effectively and efficiently in line with the goals of their institutions, and it shows how well they turn resources such as time, expertise, teaching materials and institutional support into academic results that advance student learning and the wider society. Ololube (2019) explained lecturers' productivity as the extent to which lecturers meet what their institutions expect of them in lecture delivery, coverage of the curriculum, assessment of students, research publication and professional growth, whereas Adeyemi (2018) saw it as the measurable input of academic staff towards university goals through sound teaching, steady research output and active involvement in governance and community service. Aina and Olorunsola (2021) listed the usual yardsticks of this productivity as the quality of teaching, the number and standard of publications, the successful supervision of students, attendance at academic conferences and contributions to institutional and national development. Within Rivers State, Nwuke and Nwanguma (2024) argued that deliberate capacity building through training, workshops and team-building activities improves the job performance of staff in public universities, while Taylor et al. (2025) found that adult educators in the state-owned universities were only moderately aware of new work tools, made little use of them and voiced concern about the ethical side of their use, which shows that ethical considerations shape how academic staff approach the means of improving their job performance. Lecturers are therefore expected to understand and live by ethical standards all through the teaching and learning process if their productivity is to rise.

Teaching at the university level is one of the professions that carry heavy ethical demands, and lecturers, as professionals, are expected to show sound ethical practice in everything they do. This is why universities, including those in Rivers State, issue codes of conduct for their academic staff as a deliberate means of checking unethical behaviour that damages educational quality and the image of the institution. By stating these expectations openly, universities show that they are committed to ethical norms, make clear which

behaviours are acceptable and which are not, and provide a basis for holding both lecturers and students to account. Chukwu and Obi (2024) reported that teachers who keep high ethical standards tend to be more devoted to their duties, manage their classes better and relate well with students and colleagues, while those who ignore ethical practice often struggle to deliver quality teaching, which in turn harms the academic results of students and slows the attainment of the goals of the school system.

Ethical practices may be seen as the moral principles and standards that direct behaviour within a profession. Adegboye and Oyekan (2022) explained ethical practice in teaching as keeping to professional standards, acting with integrity, respecting the rights of students and holding to moral values that make the learning setting pleasant and orderly, while Umeh and Nwankwo (2024) stated that it involves professionalism, fairness, honesty and confidentiality in all dealings with students, colleagues and parents. Weli and Loveday-Osaro (2024) described ethical practice as the conduct an individual displays in relation to the professional ethics of the school setting. Such practices build trust, accountability and fairness in any organisation, and in the workplace they help people carry out their roles in ways that respect the rights and welfare of others while keeping decision-making open and responsible. Where lecturers act ethically at all times, teaching is taken seriously, students are treated justly and research and community service are carried out with care, whereas ethical lapses weaken the quality of graduates and distort the measures by which performance is judged. Lecturers who hold on to ethical practice are more likely to be diligent, dependable and steady in their teaching and research, which raises their productivity, while unethical conduct such as unfair assessment, absenteeism, favouritism and disregard for professional standards erodes trust, discourages staff and lowers overall output. Oparaji et al. (2021) identified punctuality, accountability, professional integrity, commitment to duty, fairness, transparency in academic work and discipline as some of the ethical practices expected of teachers.

Punctuality of lecturers refers to the steady habit of being on time in carrying out professional duties, which includes getting to work early, attending classes as scheduled, starting and ending lectures at the right time, attending meetings promptly and finishing academic tasks before the deadlines set for them. Malabo (2017) noted that punctuality helps lecturers to complete their scheme of work, since those who come late often hurry through their lessons and find little time to attend to questions from students on areas that are unclear to them. When lecturers keep to time, they cover their courses fully, enrich the learning experience of students and uphold academic standards, all of which raise their productivity in teaching, and in this way punctuality serves as a basic quality that allows lecturers to carry out their responsibilities well, since it supports good use of time, better teaching and the efficient running of the institution. Molokomphale and Mavis

(2024) remarked that lecturers who are regular at work can pass the same habit on to their students, which in turn improves their own productivity, and Nwabuofo (2024) found that lecturers who arrived for lectures on time showed deeper commitment to teaching and handled classroom activities more effectively. Akintoye et al. (2025) likewise stated that punctual lecturers organise class activities more efficiently and keep lessons flowing without breaks, which improves the academic experience of students and the performance of the institution. A lecturer who arrives on time sets an orderly tone for the class, lessons begin as planned and teaching time is used to the full, and Adeyemi and Adu (2019) observed that punctuality among teachers was linked with the engagement and achievement of students, as learners tend to respect and copy teachers who keep strictly to time. Punctual lecturers are also better placed to plan their academic work, share their time sensibly between teaching and research and meet institutional deadlines, and this steadiness improves the general quality of instruction and leads to better academic results.

Fairness in assessment on the part of lecturers means treating all students without favouritism, bias or discrimination when their work is being judged. Herman and Cook (2020) explained that an assessment is fair when it yields sound judgements of what students can do without favouring or disadvantaging any group on grounds that have nothing to do with learning. Lecturers who grade with clear and objective standards tend to face fewer disputes over results, which reduces administrative conflict and frees time for research, lesson preparation and mentoring, whereas unfair or inconsistent grading often brings complaints, appeals for review of scores and quarrels between lecturers and students that drain their efficiency. Wiliam (2018) held that assessment carried out in a fair, open and consistent manner supports academic integrity, makes teaching more effective and raises the productivity of lecturers, and by keeping to fair practice lecturers also protect public confidence in the educational system. Mehdipour and Balaramulu (2016) added that fair assessment boosts the motivation and engagement of students, and as learners grow more motivated and cooperative, disruptions in class become fewer, so that lecturers can devote more of their time to meaningful teaching and reach their objectives with ease. Students who see the assessment process as just and open are more willing to trust their lecturer and to take an active part in academic work. Rasooli et al. (2019) linked fairness in assessment to the wider ethical duty of lecturers to protect academic integrity and promote equity in educational institutions, and LongJohn and LongJohn (2026) drew attention to the threat that artificial intelligence and social media now pose to the integrity of examinations in Port Harcourt through the leakage of questions, which makes the careful and honest handling of assessment an even more pressing ethical duty. Fair assessment ensures that results reflect what students have truly learnt and gives useful feedback for improving teaching,

and when lecturers use clear grading criteria and dependable methods, they remove confusion from evaluation, work more efficiently and gain more time and energy for research, curriculum development and the mentoring of students, all of which add to their productivity.

Discipline, as used in this study, refers to the ethical self-control of a lecturer, the willingness to obey the rules of the institution and consistency in performing professional duties according to accepted standards of conduct, and it carries with it respect for rules and regulations and readiness to submit to constituted authority. As an ethical practice, discipline guides lecturers to perform their duties responsibly and efficiently, and a disciplined lecturer is more likely to prepare well for lectures, finish academic tasks on time, supervise students with care and follow institutional policies. Lecturers who keep orderly work routines usually set aside enough time for research, meet publication deadlines and take an active part in scholarly partnerships, while a lack of discipline often breeds procrastination, poor use of time and delayed research output. Nkang (2022) maintained that if lecturers are to build good conduct in students, they must first develop a level of self-discipline from which proper habits flow naturally without waiting for sanctions to be applied. In the university setting, disciplined lecturers are able to handle competing demands well, which leads to higher output in teaching, research and service. Malau and Sitanggang (2024) showed that work discipline is the channel through which a strong work ethic turns into better performance, since it leads workers to keep structured routines, share their time properly among tasks and avoid wasteful behaviour. Academic work requires lecturers to balance teaching, research, supervision, administration and community service, and without discipline in planning and ordering these tasks many lecturers would find them hard to manage. Siregar et al. (2023) reported that discipline raises the productivity of workers by reducing waste and distractions in the workplace, and when lecturers behave in a disciplined way such problems are greatly reduced because they keep to institutional schedules, complete tasks promptly and remain consistent in their academic duties, which improves the efficiency of departments and the overall working of universities.

Statement of the Problem

Lecturers stand at the centre of teaching, research, the mentoring of students and the general attainment of the objectives of universities. Of late, however, stakeholders have voiced worry about a fall in the productivity of lecturers in many Nigerian universities, including those owned by Rivers State, and this fall shows itself in irregular attendance at lectures, late release of results, weak commitment to academic duties, poor supervision of student projects, dwindling research output, examination malpractice and strained relationships between lecturers and students. These problems have raised serious doubts about the ethical standards that guide the conduct and professional duties of

lecturers in the university system, and they call for a closer look at the link between ethical conduct and the work output of lecturers.

Ethical practices are vital to the effectiveness and productivity of lecturers because they encourage professionalism, responsibility, trust and accountability in academic work, yet there are indications that some lecturers in Rivers State Universities engage in unethical conduct that lowers their output and the quality of education their students receive. A common problem is poor punctuality, which is seen in late arrival for lectures, irregular class attendance, delayed start of academic activities and absence from official duties. There are also cases of unfair assessment that lead to poor handling of students' scores, involvement in examination malpractice, weak dedication to teaching and general indiscipline. Such conduct can wear down professional commitment, weaken motivation and in the end reduce the productivity of lecturers, and where ethical standards are compromised, the academic environment becomes less supportive of innovation, scholarly rigour and the effective transfer of knowledge. It was on account of these concerns that the study set out to examine the relationship between application of ethical practices and productivity of lecturers in Rivers State Universities.

Purpose of the Study

The main aim of this study was to find out how application of ethical practices relates to productivity of lecturers in Rivers State Universities. In specific terms, the study set out to:

1. ascertain how application of punctuality as an ethical practice relates to productivity of lecturers in Rivers State Universities;
2. find out how application of fairness in assessment as an ethical practice relates to productivity of lecturers in Rivers State Universities; and
3. establish how application of discipline as an ethical practice relates to productivity of lecturers in Rivers State Universities.

Research Questions

1. What relationship exists between lecturers' application of punctuality as an ethical practice and their productivity in Rivers State Universities?
2. What relationship exists between lecturers' application of fairness in assessment as an ethical practice and their productivity in Rivers State Universities?
3. What relationship exists between lecturers' application of discipline as an ethical practice and their productivity in Rivers State Universities?

Hypotheses

- H0₁ Lecturers' application of punctuality as an ethical practice has no significant relationship with their productivity in Rivers State Universities.
- H0₂ Lecturers' application of fairness in assessment as an ethical practice has no significant relationship with their productivity in Rivers State Universities.
- H0₃ Lecturers' application of discipline as an ethical practice has no significant relationship with their productivity in Rivers State Universities.

Methodology

A correlational design was employed for the study. The population was made up of 2354 lecturers, 1330 of whom were in Rivers State University (RSU) and 1024 in Ignatius Ajuru University of Education (IAUE), and a sample of 330 lecturers, comprising 240 from RSU and 90 from IAUE, was drawn by non-proportionate sampling, through which 15 lecturers were picked from each faculty in the two institutions. Data were collected with two questionnaires developed by the researchers, namely the "Application of Ethical Practices Questionnaire (AEPQ)" and the "Productivity of Lecturers Questionnaire (PLQ)", both built on a modified four-point scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). Face and content validity of the instruments were ensured by three experts in RSU, one in Educational Management and two in Measurement and Evaluation of the Department of Educational Foundations. Internal consistency was determined with Cronbach Alpha, which gave coefficients of 0.94, 0.84, 0.84 and 0.82, with an overall value of 0.86. The researchers administered 330 copies of the questionnaire and collected all of them on the spot, giving a full return rate. Pearson Product Moment Correlation was used to answer the research questions, with coefficients from 0.1 to 0.4 taken as low, 0.5 as moderate and 0.6 to 0.9 as high relationships, while the hypotheses were tested with t-Transformation at the 0.05 alpha level against a critical t-value of 1.96, so that any hypothesis whose calculated t-value exceeded 1.96 was rejected and any whose value fell below it was retained.

Analyses of Data and Results

Research Question 1: What relationship exists between lecturers' application of punctuality as an ethical practice and their productivity in Rivers State Universities?

Table 1: Pearson r Analysis of Lecturers' Application of Punctuality as an Ethical Practice and Their Productivity in Rivers State Universities

Correlations**				
		Application of Punctuality	Productivity of Lecturers	Level of Correlation
Application of Punctuality	Pearson Correlation	1	.812**	
	Sig. (2-tailed)		.000	
	N	330	330	High and
Productivity of Lecturers	Pearson Correlation	.812**	1	Positive
	Sig. (2-tailed)	.000		Relationship
	N	330	330	
**. Correlation is significant at the 0.01 level (2-tailed).				

Source: Researchers' SPSS Statistical Output (2026).

Table 1 shows a correlation coefficient of $r = .812^{**}$, which falls within the high range and carries a positive sign. This means that lecturers' application of punctuality as an ethical practice has a high and positive relationship with their productivity in Rivers State Universities, so that lecturers

who keep to time in their academic duties also tend to be the more productive ones.

Research Question 2: What relationship exists between lecturers' application of fairness in assessment as an ethical practice and their productivity in Rivers State Universities?

Table 2: Pearson r Analysis of Lecturers' Application of Fairness in Assessment as an Ethical Practice and Their Productivity in Rivers State Universities

Correlations**				
		Application of Fairness in Assessment	Productivity of Lecturers	Level of Correlation
Application of Fairness in Assessment	Pearson Correlation	1	.693**	
	Sig. (2-tailed)		.000	
	N	330	330	High and
Productivity of Lecturers	Pearson Correlation	.693**	1	Positive
	Sig. (2-tailed)	.000		Relationship
	N	330	330	
**. Correlation is significant at the 0.01 level (2-tailed).				

Source: Researchers' SPSS Statistical Output (2026).

The coefficient in Table 2 stands at $r = .693^{**}$, a value that lies in the high band and is positive in direction. It follows that lecturers' application of fairness in assessment as an ethical practice is highly and positively related to their productivity in Rivers State Universities, meaning that

productivity tends to rise as lecturers become more just and objective in assessing their students.

Research Question 3: What relationship exists between lecturers' application of discipline as an ethical practice and their productivity in Rivers State Universities?

Table 3: Pearson r Analysis of Lecturers' Application of Discipline as an Ethical Practice and Their Productivity in Rivers State Universities

Correlations**				
		Application of Discipline	Productivity of Lecturers	Level of Correlation
Application of Discipline	Pearson Correlation	1	.834**	
	Sig. (2-tailed)		.000	
	N	330	330	High and
Productivity of Lecturers	Pearson Correlation	.834**	1	Positive
	Sig. (2-tailed)	.000		Relationship
	N	330	330	
**. Correlation is significant at the 0.01 level (2-tailed).				

Source: Researchers' SPSS Statistical Output (2026).

An r value of .834** is recorded in Table 3, and this value is both high and positive. The implication is that lecturers' application of discipline as an ethical practice bears a high and positive relationship with their productivity in Rivers State Universities, so that lecturers who are more disciplined in their conduct and work habits also tend to show higher productivity.

Hypotheses

Ho₁ Lecturers' application of punctuality as an ethical practice has no significant relationship with their productivity in Rivers State Universities.

Table 4: t-Transformation Test of the Significance of the Link Between Lecturers' Application of Punctuality as an Ethical Practice and Their Productivity in Rivers State Universities

Variables	N	Df	r-value	t-Trans.	t-crit.	α	Decision
Application of Punctuality	330			25.20			
		328	.812		1.96	0.05	Ho ₁ Rejected Significant Relationship Exist
Productivity of Lecturers	330						

Source: Researchers' t-Transformation Analysis (2026).

As shown in Table 4, the calculated t-value of 25.20 is higher than the critical value of 1.96 at the 0.05 alpha level and 328 degrees of freedom. The first null hypothesis is therefore rejected, and it is accepted instead that lecturers' application of punctuality as an ethical practice has a significant relationship with their productivity in Rivers State Universities. Since the coefficient is also positive, the result

indicates that the link found in the sample is not a product of chance and that productivity rises as punctuality improves among lecturers in the two universities.

Ho₂ Lecturers' application of fairness in assessment as an ethical practice has no significant relationship with their productivity in Rivers State Universities.

Table 5: t-Transformation Test of the Significance of the Link Between Lecturers' Application of Fairness in Assessment as an Ethical Practice and Their Productivity in Rivers State Universities

Variables	N	Df	r-value	t-Trans.	t-crit.	α	Decision
Application of Fairness in Assessment	330			17.41			
		328	.693		1.96	0.05	Ho ₂ Rejected Significant Relationship Exist
Productivity of Lecturers	330						

Source: Researchers' t-Transformation Analysis (2026).

From Table 5, the t-Transformation value of 17.41 is well above the table value of 1.96, tested at the 0.05 alpha level with 328 degrees of freedom. On this basis, the second null hypothesis is not retained, and the conclusion is drawn that lecturers' application of fairness in assessment as an ethical practice is significantly related to their productivity in Rivers State Universities. The direction of the relationship is

positive, which shows that fairer assessment practice goes hand in hand with greater productivity among the lecturers studied.

Ho₃ Lecturers' application of discipline as an ethical practice has no significant relationship with their productivity in Rivers State Universities.

Table 6: t-Transformation Test of the Significance of the Link Between Lecturers' Application of Discipline as an Ethical Practice and Their Productivity in Rivers State Universities

Variables	N	Df	r-value	t-Trans.	t-crit.	α	Decision
Application of Discipline	330			27.37			
		328	.834		1.96	0.05	Ho ₃ Rejected Significant Relationship Exist
Productivity of Lecturers	330						

Source: Researchers' t-Transformation Analysis (2026).

The result in Table 6 gives a t-Transformation value of 27.37, which is far greater than the critical value of 1.96 at 328 degrees of freedom and the 0.05 alpha level. The third null hypothesis is consequently rejected, meaning that lecturers' application of discipline as an ethical practice has a significant relationship with their productivity in Rivers State Universities. Because the relationship is also positive, it can be stated that lecturers who show greater discipline are likely to record higher productivity in these institutions.

Discussion of Findings

Findings on research question 1 on Table 1 revealed a high and positive relationship between lecturers' application of punctuality as an ethical practice and their productivity in Rivers State Universities, with a coefficient of .812**, and Hypothesis 1 on Table 4 showed that this relationship was significant, since the calculated t-value of 25.20 exceeded the critical value of 1.96. The result agrees with Molokomphale and Mavis (2024), who noted that lecturers who are regular at work pass the same habit on to their students and thereby raise their own productivity, and it lends support to Nwabufo (2024), whose study showed that lecturers who came to lectures on time displayed stronger commitment to their teaching duties and managed classroom activities with greater skill. The finding also fits with Nwuke and Yellowe (2025), who reported that the use of artificial intelligence in school supervision in Rivers State improved the evaluation of teacher performance and the monitoring of staff activities, which suggests that close and regular checks on how staff use their time help to sustain the kind of punctuality that raises productivity. A likely reason for this result is that punctual lecturers cover their course content fully, begin and end lectures as planned and still find time for research and other duties, and this shows in their overall output.

Findings on research question 2 on Table 2 revealed a high and positive relationship between lecturers' application of fairness in assessment as an ethical practice and their productivity in Rivers State Universities, with a coefficient of .693**, while Hypothesis 2 on Table 5 showed that the relationship was significant because the calculated t-value of 17.41 was above the critical value of 1.96. This result is consistent with Wiliam (2018), who held that fair, open and consistent assessment strengthens academic integrity, improves teaching and raises the productivity of lecturers, and with Mehdi pour and Balaramulu (2016), who stated that fairness in assessment increases the motivation and engagement of students, leaving lecturers with fewer disruptions to handle and more time for meaningful teaching. The finding also agrees with Alikor and Okachiku-Agbaraeke (2025), who argued that fairness and equity in the treatment of learners are needed if education is to produce a productive society, and it gains further weight from LongJohn and LongJohn (2026), whose work on examination leakages in Port Harcourt showed that the credibility of assessment can no longer be taken for granted in an age of artificial

intelligence and social media. The probable explanation is that lecturers who assess students justly and openly spend less time settling disputes and complaints over scores, and this saved time is then put into teaching, research and mentoring.

Findings on research question 3 on Table 3 revealed a high and positive relationship between lecturers' application of discipline as an ethical practice and their productivity in Rivers State Universities, with a coefficient of .834**, and Hypothesis 3 on Table 6 showed that the relationship was significant, as the calculated t-value of 27.37 was greater than the critical value of 1.96. The finding is in agreement with Nkang (2022), who maintained that lecturers need a level of self-discipline from which good habits follow naturally if they are to build good conduct in their students, and it is in line with Malau and Sitanggang (2024), who found that work discipline served as the route through which leadership and work ethic were turned into better performance among employees. In addition, the result is consistent with Taylor et al. (2025), whose study of academic staff in the state-owned universities of Rivers State showed that awareness alone did not raise job performance and that concern for the ethical side of their work shaped how far the staff took up new practices, which points to the place of self-regulation and consistent work habits in the productivity of lecturers. A likely reason for this finding is that disciplined lecturers keep to institutional schedules, finish their tasks promptly and remain steady in their duties, so that they are able to meet the competing demands of teaching, research and service and record higher productivity.

Conclusion

The study concluded that punctuality, fairness in assessment and discipline, applied as ethical practices, each bear a high, positive and significant relationship with the productivity of lecturers in Rivers State Universities. It follows that a sound ethical climate, supported by clear policies, regular training in professional ethics and firm leadership, is likely to bring about better productivity among lecturers, and since ethical practice remains a key pillar of academic professionalism, lecturers need to reflect constantly on the ethics of their academic work so that their conduct leads to higher job productivity.

Recommendations

In view of these findings, the following recommendations were made:

1. University administrators should make and enforce clear policies requiring lecturers to be on time for lectures, meetings and other academic duties so that punctuality becomes a normal part of their work.
2. Lecturers should use standardised and objective methods of assessment so that students are graded on merit, and the moderation of examination questions and scripts should be made a regular practice in order to reduce bias.

3. University authorities should set up functional disciplinary committees to investigate cases of misconduct and apply fitting sanctions, so that unethical practices among lecturers are firmly checked.

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