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## INFLUENCE OF TEACHERS MORAL BEHAVIOR ON STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE

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### Abstract

*The study examined the influence of principals' management of teachers' moral behavior on students' academic performance in public senior secondary schools in Rivers State. To achieve the purpose of the study, the researcher formulated two (2) objectives of the study, research questions, and null hypotheses that guided the study. The study made use of a descriptive research design. The population of the study consists of 9,600 teachers in public senior secondary schools in Obio/Akpor Local Government Areas in Rivers State. The sample size of the study is 400 teachers. This figure was generated using the Taro Yamene formula. The sampling technique used was a simple random sampling technique. The instrument used for data collection was a self-developed questionnaire. The instrument was validated by three experts in educational Management and Educational, Measurement and Evaluation from Rivers State University, Faculty of Education. For the research questions, mean and standard deviation were used to analyze the data, while the z-test statistical tool was used to test null hypotheses at a 0.05 level of significance. Based on the data analysis, the findings of the study revealed that teachers' moral behavior and teachers' training on moral behavior have a positive and significant impact on students' academic performance in public senior secondary schools in Rivers State. So, the study suggests that the state government and school management work together to give teachers in-service training on how their moral behavior affects students. It also suggests that the government and non-government organizations give all teachers seminars or workshops on teaching moral behavior.*

**Key Words:** Principals management, teachers, moral behavior, students, academic performance, public, senior secondary, schools, moral behavior, teachers' training.

## Introduction

All professions have their own ethical codes of conduct that define how employees are to behave. This code of conduct helps to create a positive work environment. A positive work environment is to create a regular standard of behavior for the personnel to work in that profession (Asodike 2013). Ethics and morals are used interchangeably when talking about personal beliefs, actions, or principles, so morals are the principles that guide teachers' conduct within the school. Even though morals change over time, they remain the standard that is used to judge right and wrong behavior (Ethics Unwrapped N.D). Moral behavior deals with the appropriate behavior expected of employees of any organization or profession regarding right and wrong. It includes fairness, justice, or faithfulness. These are moral ways employees would act, relate, or behave ethically. An ethic is the moral system of a particular school of thought. It has to do with the application of moral values to people's behavior (Grint as cited in Ipalibo-Wokoma 2019).

According to Sapiro, as cited in Nurlaela (2013), education is a form of learning in which knowledge, skills, and habits of a group of people are transferred from one generation to another through teaching, training, research, or autodidacticism. Moral values influence students' emotional influence. Students' achievement is enhanced by their emotional influence. Emotional influence relates to moral behaviors, the way they think, their problem-solving skills, social interactions, personal emotions, and academic achievement. Sanza (2013) stated that the impact teachers can have on students is undeniable. Teachers shape the character of the students and make contributions toward the future of the students. They do more than just help students learn about their subjects.

The public service of the federal republic of Nigeria has some values and regulations which teachers are guided by. The teacher registration council decree was promulgated by General Ibrahim Babangida in 1993, the then head of state, as a result of the need to provide a legal instrument to manage the teaching profession. One aspect of the instrument that is of interest to all teachers is to determine what standard of knowledge and skills are to be attained by people seeking to become registered as teachers under this decree (Okoroma 2019). Teachers need to behave ethically for students to copy their same behavior because teachers don't teach subject matters only; they teach moral behaviors too in education. While ethics deals with moral actions that take place in the school system, misconduct is any behavior that is inimical to the image of the service when investigated and proved.

The success of a school and the extent of its ability to attain educational goals and objectives depend on the effectiveness of school administrators, teachers, and students. Ikeogu (2016) cites Igwe. In schools, moral issues are part and parcel of school life and are important for teachers as public servants to uphold the special position of trust handed to them by parents and educational administrators. In their respective roles, teachers exercise powers that have significant impacts on the lives of young people, and as a result, there is a social expectation that these powers will be properly and prudently used. That is to say, what teachers know and do has a profound effect on students' academic performance. Because society needs well-behaved teachers, teachers have to ensure that their professional practice reaches its highest possible moral standard (Basrky as cited in Ipalibo-Wokoma 2019). Morrish, as cited in Okoroma (2019), maintained that a teacher in training goes through a process of personal maturation as well as educational. Also, according to data cited by Okoroma (2019), the teaching profession needs to be guided by a code of conduct, which should be set by members of the teaching community.

According to Dimbisso as cited in Inukan-Adebayo (2019), academic performance is the manner in which students deal with their studies and scope or accomplish different assignments given to them by their teachers within a period of time. Kubalan & Musek, as cited in Inukan-Adebayo (2019), stated that academic performance can be defined objectively and subjectively. Kubalan & Musek defined academic performance objectively as a student's knowledge and his degree of adaptation to his academic work, expressed in numerical achievement. This is the students' attitude towards their performance and themselves, as well as the attitude of their parents, teachers, and others towards their success and them. This definition is more objective because it deals with the numerical scores of the students. It measures the degree to which students adapt to schoolwork and to the educational system. The other definition is more or less subjective and psychological. It holds that what establishes academic success is dependent on the students' attitude toward their academic performance and themselves as well as their studies. So many factors influence a student's academic performance, including teacher moral behavior. The inculcation of academic knowledge, skills, abilities, and proficiency among individuals is enhanced by learning and academic performance. In a secondary school, there are many factors that determine academic performance, and this determines the future goals and objectives of the students. It determines what subjects they will study in colleges and universities, which high school they will attend, what career opportunities they will pursue, and so on (Radhika, 2018). Caballero, Abello, & Palacio, as cited in Hector (2015), opined that academic performance involves meeting goals, achievements, and objectives set in the program or course that a student attends. These are expressed through grades, which are the results of all the assessments done on a subject or course. Berguman (2013) stressed that students do not only learn knowledge and skills from teachers; they also learn morals and values such as justice, equality, or discrimination. According to Grichlord (2017), when teachers believe in their students, students begin to believe in themselves. Students begin to internalize the beliefs that their teachers instill in them and accept them as a part of who they are. It also works vice versa.

According to Guido (2016), behavior is the science that describes human activities in terms of conduct, highlighting its importance for understanding human psychological processes. Behavior is caused by the environment, genetic background, and personality traits that are formed at an early age. It is most learned through our interactions with the environment (Understanding Human Behavior, N.D).

Mn (2016) stated that management is the sum total of organized activities by a group of people. Management involves decision-making and methods of getting things done by others at various levels of an organization; management is both a science as well as an art. The fundamentals of management are the same everywhere, but the facilities differ. The functions of management include planning, organizing, staffing, directing, and controlling. While educational management is all about the factual application of management principles in the education field, educational management refers to the application of theory and practice of management to the field of education or educational institutions. It is the process of getting and using resources to achieve educational goals that have already been set (Abraham & Mazin, 2017).

According to Han (2014), morality in education aims to promote students' moral development and character formation. Beyond the scope of promoting rational pro-social skills or virtues, morality in education of real human value should cultivate meaningful and personally formative knowledge that significantly transcends social scientific understanding and explanation (Carr, 2014). Morals are the real standards of behavior that enable people to live cooperatively or together in groups. It refers to what society sees as right and acceptable.

Morals often mean that people sacrifice their own pain, joy, or interests for the benefits of others. People or groups that show indifference to right and wrong towards other people are considered immoral. Some moral principles transcend time and culture, such as fairness. "Morality" is not fixed; it describes the particular value of a specific group at a specific time (Ethics Unwrapped N.D).

A teacher is a moral educator who teaches students with the same core values and principles that he or she strives to uphold in practice (Campbell, as cited in Mohammed, 2016). According to Korko, Kyro-Ammala & Turner (2016), the moral behavior of teachers is important because teachers are role models in society and it enhances the reputation of the teacher. People do not live their lives in moral or ethical isolation but grow up within particular moral traditions (Reiss, as cited in Mohammed 2016). Professional moral agency has to do with a dual state that shows the teacher as a moral person engaged in ethical teaching through professional moral conduct. For instance, schools have a code of ethics that employees (teachers) are expected to follow (Ethics Unwrapped N.D).

Aydin as cited in Saadet, Founda & Bilgen (2021) stated that teachers' professionalism, responsibility, justice, equality, ensuring a healthy and safe environment for students. Avoiding corruption, dishonesty, impartiality, professional commitment and continuous improvement, respect and the effective use of resource are the moral principles that the teachers must comply within the teaching profession. One of the ways of teaching moral education implicitly is through role-modeling of teachers. In order to convey values efficiently, teachers play an important role to impact those values (Lihavenil & Aravindan 2015).

Teaching should be considered a vocation instead of a profession. Teachers should consider the teaching profession as a passion where character education is their concern and ethical practice is inevitable. Teachers should model appropriate behaviors because they have a responsibility to develop students into good human beings with good character in addition to demonstrating knowledge (Schward as cited in Lihavenal & Aravinda, 2015). According to Oluwuo & Madumere-Obike (2011), how teachers act may be more important than what they teach. Any teacher worth his or her salt must be able and willing to establish a relationship with his or her students. They went further to say that a disciplined person is guided in his behavior by moral and social principles. He tries to improve on his selfish emotions and desires and does what is right and good. Teachers must put up with good behavior. They should be able to rationalize the implications of every decision and allocate resources for the achievement of predetermined educational goals (Abraham & Mazin 2017). According to Han (2014), morality in education aims to promote students' moral development and character formation. Beyond the scope of promoting rational pro-social skills or virtues, morality in education of real human value should cultivate meaningful and personally formative knowledge that significantly transcends social scientific understanding and explanation (Carr, 2014). Morals are the real standards of behavior that enable people to live cooperatively or together in groups. It refers to what society sees as right and acceptable. Morals often mean that people sacrifice their own pain, joy, or interests for the benefits of others. People or groups that show indifference to right and wrong towards other people are considered immoral. Some moral principles transcend time and culture, such as fairness. "Morality" is not fixed; it describes the particular value of a specific group at a specific time (Ethics Unwrapped N.D). A teacher is a moral educator who teaches students with the same core values and principles that he or she strives to uphold in practice (Campbell in Mohammed, 2016). According to Korko, Kyro-Ammala & Turner (2016), the moral behavior of teachers is important because teachers are role models in society and it enhances the

reputation of the teacher. People do not live their lives in moral or ethical isolation but grow up within particular moral traditions (Reiss cited in Mohammed 2016). Professional moral agency has to do with a dual state that shows the teacher as a moral person engaged in ethical teaching through professional moral conduct. For instance, schools have a code of ethics that employees (teachers) are expected to follow (Ethics Unwrapped N.D). Aydin is mentioned in Saadet, Founda & Bilgen (2021) stated that teachers' professionalism, responsibility, justice, and equality ensure a healthy and safe environment for students. Avoiding corruption, dishonesty, impartiality, professional commitment and continuous improvement, respect, and the effective use of resources are the moral principles that teachers must comply with within the teaching profession. One of the ways of teaching moral education implicitly is through the role-modeling of teachers. In order to convey values efficiently, teachers play an important role in impacting those values (Nwile, Bayo & Befii-Nwile, 2022; Lihavenil & Aravindan, 2015). Teaching should be considered a vocation instead of a profession. Teachers should consider the teaching profession as a passion where character education is their concern and ethical practice is inevitable. Teachers should model appropriate behaviors because they have a responsibility to develop students into good human beings with good character in addition to demonstrating knowledge (Schward in Lihavenal & Aravinda, 2015). According to Oluwuo & Madumere-Obike (2011), how teachers act may be more important than what they teach. Any teacher worth his or her salt must be able and willing to establish a relationship with his or her students. They went further to say that a disciplined person is guided in his behavior by moral and social principles. He tries to improve on his selfish emotions and desires and does what is right and good. Teachers must put up with good behavior. They should be able to rationalize the implication of every wrong or right behavior by following the ethics of the profession. Teachers are an invaluable asset for schools.

Schooling plays an important role in students' lives, where teachers provide students with guidance and help them with intellectual and personal development. Sanza went further to say that there is no doubt about the influence of good teachers, as many studies have shown the relationship between students' academic performance and the teacher's moral behavior. Muhammad and Saeed (2018) cited Ulug, Ozden, and Erydmaz (2011), who said that a student's motivation, attitude toward school, willingness to do homework, and confidence in learning behavior are all things that affect how a teacher feels about them.

A classroom is a place where students come to learn new things, and it can be stressful for the teachers sometimes. As a teacher, you must remain positive and strong-willed (GCU 2016). Lack of interest in obeying rules and discipline in schools causes many different problems for students and teachers in the fields of education, society, and family. Lack of interest toward self-regulation is the basis for students' staying away from obeying rules and regulations. Teachers who have the knowledge to create positive relationships and rapport with students are regarded as one of the most important sources in structuring students' personality development (Nwamae & Kayii, 2018; Nwikina & Nwile, 2015; Nayerch, 2014).

The expectations of teachers, as stipulated in the teacher's code of conduct (2004), state that teachers should have respect for the child's rights and dignity without prejudice to sex, gender, race, religion, tribe, color, physical characteristics, place of origin, age, and so on. Teachers should always show maximum consideration for the feelings and circumstances of the learners. With respect to these codes of conduct, a school teacher is expected to co-operate and be well-behaved as a reasonable person is expected to behave. Vonia (2013), in his statement, said that this can be achieved where there are rules and regulations governing the conduct of the people at work. The absence of these rules will lead to disorderliness and workers' dissatisfaction, which are not ethical to the basic principles that formed the

establishment of such institutions. High moral behavior should be achieved by teachers. Discipline can have an impact on teachers' effectiveness and job performance. In schools, there are groups and individuals who are independent, and together they achieve educational goals and objectives. These teachers interact with each other daily to fulfill their job specifications and contribute to their school's well-being. However, individuals enter the work place with their own unique characteristics (abilities, attitudes, values, and perceptions) and this can be a source of conflict in the school organization or establishment. Such people are deviant from the ethics, rules, and regulations of the organization (Dambo & Kayii, 2018; Knight & Upkere 2014).

### **Purpose of the Study**

The main purpose of this study is to investigate the influence of Teachers Moral Behavior on Students' Academic Performance in Public Senior Secondary Schools in Rivers State. Specifically, the objective sought to achieve the following objectives.

1. To assess the influence of teachers' moral behavior on students' academic performance in public senior secondary schools in Rivers State
2. To find out the impact of teachers' training on moral behavior on students' academic performance in public senior secondary schools in Rivers State.

### **Research Questions**

The following research questions were raised to guide the study

1. What is the influence of teachers' moral behavior on students' academic performance in public senior secondary schools in Rivers State?
2. What is the influence of teachers' training on moral behavior on students' academic performance in public senior secondary schools in Rivers State?

### **Hypotheses**

The following null hypotheses were formulated to guide the study

1. There is no significant difference between the mean response of the male and female teachers on the influence of teachers' moral behavior on students' academic performance in public senior secondary schools in Rivers State.
2. There is no significant difference between the mean response of the male and female teachers on the influence of teachers' training on moral behavior on students' academic performance in public senior secondary schools in Rivers State

### **METHODOLOGY**

The study adopted the descriptive survey design. The study was carried out in Rivers State. The study was also limited to two public senior secondary schools in Port Harcourt metropolis, based on the fact that the researcher was certain of the impact of principals' management of teachers' moral behavior on students' academic performance in public senior secondary schools in Rivers State. The population of the study comprises male teachers and female teachers in Ohio/Akpor Local Government Area of Rivers State with a population size of 9,600 teachers. The sample size of the study was 400 teachers. This figure was generated using the Taro Yamane formula. A simple random sampling technique was used for the sampling technique. A self-designed questionnaire containing 10 items was used for data collection. The instrument for data collection was titled Influence of Teachers' Moral Behavior on Students' Academic Performance Questionnaire (PMTMBSAP). The item the instrument was structured on was a 4-point rating scale of Strongly Agree (SA), Agree (A),

Strongly Disagree (SD), and Disagree (D) are the three options. The instrument was validated by three experts in educational Management and Educational, Measurement and Evaluation from Rivers State University, Port Harcourt. The experts assessed the instrument in terms of content and face validity. The reliability index was established using the test re-test method. A reliability co-efficient of 0.86 was obtained. The mean and standard deviation were used in answering the research questions while the hypotheses were tested using the z-test statistical tool at a 0.05 level of significance.

## RESULTS

**Research Question 1:** What is the impact of teachers' moral behavior on students' academic performance in public senior secondary schools in Rivers State?

**Table 1: Mean Responses on the impact of teachers' moral behavior on students' academic performance in public senior secondary schools in Rivers State**

| S/N | Questionnaire Items                                                                                                                  | No. of Male Teachers | Mean        | SD   | No. of Female Teachers | Mean        | SD   | Decision |
|-----|--------------------------------------------------------------------------------------------------------------------------------------|----------------------|-------------|------|------------------------|-------------|------|----------|
| 1   | Teachers personal conduct enhance the students' academic performance in Public Senior Secondary schools                              | 120                  | 3.07        | 1.75 | 280                    | 3.20        | 1.79 | Agreed   |
| 2   | Teachers distinguishing right from wrong in the school improve the students' academic performance in public senior secondary school. | 120                  | 2.89        | 1.70 | 280                    | 2.92        | 1.73 |          |
| 3   | Appropriate behaviour or habit of the teacher. Enhances the students' academic performance in public senior secondary schools.       | 120                  | 3.59        | 1.87 | 280                    | 2.92        | 1.71 |          |
| 4   | Teachers' moral values influence students' emotional and academic performance                                                        | 120                  | 2.69        | 1.64 | 280                    | 3.07        | 1.75 |          |
| 5   | Moral in education has significant influence on students' academic performance                                                       | 120                  | 3.21        | 1.79 | 280                    | 3.24        | 1.80 |          |
|     | <b>Grand Mean</b>                                                                                                                    |                      | <b>3.09</b> |      |                        | <b>3.09</b> |      |          |

**Source:** Field Survey 2022

The data presented in Table 1 above showed that the respondents accepted that teachers' personal conduct enhances the students' academic performance in public senior secondary schools. It also revealed that the respondents accepted the view that teachers distinguishing right from wrong in the classroom improves the students' academic performance in public

senior secondary schools. It was also observed from the analysis that the respondents accepted that the appropriate behaviour or habit of the teacher enhances the students' academic performance in public senior secondary schools. The study also indicated that the respondents accepted that teachers' moral values influence students' emotional and academic performance. The analysis shows that the respondents accepted that moral education has a significant influence on students' academic performance.

**Research Question 2:** What is the impact of teachers' training on moral behavior on students' academic performance in public senior secondary schools in Rivers State?

**Table2: Mean Responses on the impact of teachers' training on moral behavior on students' academic performance in public senior secondary schools in Rivers State**

| S/N | Questionnaire Items                                                                                | No. of Male Teachers | Mean        | SD   | No. of Female Teachers | Mean        | SD   | Decision |
|-----|----------------------------------------------------------------------------------------------------|----------------------|-------------|------|------------------------|-------------|------|----------|
| 6   | Teachers honesty as trained has positive influence on students' academic performance               | 120                  | 3.17        | 1.78 | 280                    | 3.18        | 1.78 | Agreed   |
| 7   | Teachers with high level of integrity enhance the students' academic performance                   | 120                  | 3.11        | 1.76 | 280                    | 2.90        | 1.70 |          |
| 8   | Accountability of the teachers has significant influence on the students' academic performance     | 120                  | 3.00        | 1.73 | 280                    | 3.24        | 1.80 |          |
| 9   | Teachers' responsibility improves the students' academic performance in senior secondary schools   | 120                  | 5.56        | 1.44 | 280                    | 2.67        | 1.29 |          |
| 10  | Teachers' good behaviour reflect on the students' academic performance in senior secondary schools | 120                  | 3.31        | 1.82 | 280                    | 2.98        | 1.73 |          |
|     | <b>Grand Mean</b>                                                                                  |                      | <b>2.93</b> |      |                        | <b>2.79</b> |      |          |

**Source:** Field Survey 2022

The analysis in Table 2 revealed that the respondents accepted the view that teachers' honesty as trained has a positive influence on students' academic performance. It also indicated that the respondents accepted the idea that teachers with a high level of integrity enhance the

students' academic performance. It was observed in the same analysis that the respondents accepted the point that the teachers' accountability has a significant influence on the students' academic performance. The data analysis still showed that the respondents accepted the view that teachers' responsibility improves the students' academic performance in senior secondary schools. It was also revealed in the study that the respondents accepted the item that teachers' good behaviour reflects academic performance in senior secondary schools.

### Test of Hypotheses

**Hypothesis 1:** There is no significant difference between the mean response of the male and female teachers on the impact of teachers moral behavior on students' academic performance in public senior secondary schools in Rivers State.

**Table 3: Z-test Analysis of significant difference between the mean response of the male and female teachers on the impact of teachers' moral behavior on students' academic performance in public senior secondary schools in Rivers State**

| Teachers | No. of Resp | Mean | SD   | DF  | Zcal | Zcrit | Decision |
|----------|-------------|------|------|-----|------|-------|----------|
| Male     | 120         | 3.09 | 1.75 | 398 | 1.20 | 1.96  | accepted |
| Female   | 120         | 3.09 | 1.76 |     |      |       |          |

Analysis of Table 3 revealed that the z-cal (1.20) is less than the z-crit (1.96). Therefore, the calculated z-ratio is not statistically significant at a 0.05 level of significance since it is smaller than the given critical value of z-ratio. So, hypothesis 1 is thus accepted and the conclusion is that there is no significant difference between the mean response of the male and female teachers on the impact of teachers' moral behavior on students' academic performance in public senior secondary schools in Rivers State.

**Hypothesis 2:** There is no significant difference between the mean response of the male and female teachers on the impact of teachers' training on moral behavior on students' academic performance in public senior secondary schools in Rivers State

**Table 4: Z-test Analysis of significant difference between the mean response of the male and female teachers on the impact of teachers' training on moral behavior on students' academic performance in public senior secondary schools in Rivers State**

| Teachers | No. of Resp | Mean | SD   | DF  | Zcal | Zcrit | Decision |
|----------|-------------|------|------|-----|------|-------|----------|
| Male     | 120         | 2.93 | 1.71 | 398 | 0.52 | 1.96  | accepted |
| Female   | 120         | 2.79 | 1.66 |     |      |       |          |

Analysis of Table 4 indicated that the z-cal (0.52) is less than the z-crit (1.96). So, the calculated z-ratio is not statistically significant at a 0.05 level of significance since it is less than the given critical value of z-ratio. Therefore, hypothesis 2 was thus accepted and the conclusion is that there is no significant difference between the mean response of the male and female teachers on the impact of teacher training on moral behavior on students' academic performance in public senior secondary schools in Rivers State.

### Summary of Findings

Based on the data analysis, the study summarizes that:

1. Teachers' moral behavior has positive impact on students' academic performance in public senior secondary schools in Rivers State
2. Teachers' training on moral behavior has significant impact on students' academic performance in public senior secondary schools in Rivers State
3. There is no significant difference between the mean response of the male and female teachers on the impact of teachers' moral behavior on students' academic performance in public senior secondary schools in Rivers State.
4. There is no significant difference between the mean response of the male and female teachers on the impact of teachers' training on moral behavior on students' academic performance in public senior secondary schools in Rivers State.

### **Discussion of Findings**

The finding of the study in research question one: what is the impact of teachers' moral behavior on students' academic performance in public senior secondary schools in Rivers State revealed that teachers' moral behavior has a positive impact on students' academic performance in public senior secondary schools in Rivers State. This finding is in collaboration with Carr (2014), who admitted that teachers' personal conduct enhances the students' academic performance in public senior secondary schools. It also revealed that the respondents accepted the view that teachers distinguishing right from wrong in the classroom improves the students' academic performance in public senior secondary schools. It was also observed from the analysis that the respondents accepted that the appropriate behaviour or habit of the teacher enhances the students' academic performance in public senior secondary schools. The study also indicated that the respondents accepted that teachers' moral values influence students' emotional and academic performance. The analysis shows that the people who answered the survey agreed that moral education has a big effect on how well students do in school.

The study in research two: what is the impact of teachers' training on moral behavior on students' academic performance in public senior secondary schools in Rivers State, indicated that teachers' training on moral behavior has a significant impact on students' academic performance in public senior secondary schools in Rivers State. This study is of the same view as Guido (2016), who stated that teachers' honesty as trained has a positive influence on students' academic performance. It also indicated that the respondents accepted the idea that teachers with a high level of integrity enhance the students' academic performance. It was observed in the same analysis that the respondents accepted the point that the teachers' accountability has a significant influence on the students' academic performance. The data analysis still showed that the respondents accepted the view that teachers' responsibility improves the students' academic performance in senior secondary schools. The study also showed that the people who took part agreed that teachers' good behavior affected how well their students did in senior secondary schools.

### **Conclusion**

The principals' management of teachers' moral behavior on students' academic performance in public senior secondary schools in Rivers State cannot be overemphasized. However, the study concluded that teachers' moral behavior and teachers' training on moral behavior have a positive and significant impact on students' academic performance in public senior secondary schools in Rivers State. The study also concluded that the moral behavior of teachers is important because teachers are role models in society and moral behavior enhances the reputation of the teacher. Also, it was noted that students do not only gain knowledge and skills from teachers; they also learn morals and values such as justice, equality, or

discrimination. The expectations of teachers as stipulated in the teacher's code of conduct (2004) should be adhered to. It is also noted that good teachers influence their students. Students' motivation, attitude toward school, their willingness to do homework and confidence in learning behavior are all factors of the teachers' attitude of teaching toward students

### **Recommendations**

The following recommendations are made for the researcher to achieve the objectives of the study. State government in conjunction with the school management should organize in service training for teachers on the impact of teachers' moral behavior hence it has positive impact on students' academic performance in public senior secondary schools in Rivers State

2. Government and non-governmental organization should organize seminar or workshop training on teachers' moral behavior for all the teachers because of its impact on students' academic performance in public senior secondary schools in Rivers State.

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