

## Influence of Principals' Unethical Conduct in the Increasing Rate of Examination Malpractice in Public Senior Secondary Schools in Rivers State

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### ABSTRACT

The study investigated the influence of principals' unethical conduct on the increasing rate of examination malpractice in public senior secondary schools in Rivers State. Three research questions and three hypotheses guided the conduct of the study. The study employed a descriptive survey research design. The study was carried out in Rivers State. The population of the study was 310 principals in senior secondary schools in Rivers State. Since the population of the study was manageable, the researcher adopted a census. Hence, the sample size of the study was 310 principals, comprising 218 male and 92 female principals in senior secondary schools in Rivers State. The instrument used for data collection was a four-point rating scale questionnaire titled "Influence of Principals' Unethical Conduct on the Increasing Rate of Examination Malpractice." The instrument was validated by two experts, one in educational management and the other in measurement and evaluation. In order to establish the internal consistency of the instrument, Cronbach's alpha was used, which yielded 0.87, 0.82, and 0.84 reliability coefficients. Descriptive statistics such as mean and standard deviation were used to answer the research questions. The criterion mean was 2.50, i.e., items with mean values equal to or greater than 2.50 were termed "Agree," while items with mean values less than 2.50 were termed "Disagree." The null hypothesis was tested using a z-test. The basis for accepting or rejecting the null hypothesis was that when z-cal is higher than z-critical, the hypothesis was rejected and vice versa. The study found that principals' unethical conduct, such as professional misconduct, neglect of duty, and discrimination, greatly contribute to the increasing rate of examination malpractice in public senior secondary schools in Rivers State. Based on the findings of the study, it was recommended, amongst other things, that the government should provide intensive training for principals on how to inclusively manage secondary schools. This will help to reduce the level of discrimination that could lead to examination malpractice in secondary schools.

## **INTRODUCTION**

Examination malpractice in Nigeria is becoming a major menace that requires immediate scholarly attention. In the year 1914, examination malpractice was reported in the country when the question papers of the senior Cambridge local examination were seen by candidates before the date scheduled for the examination (Onyibe, Uma & Ibina, 2015). This and many other similar occurrences led to the development of the Examination Practice Act (1999) by the federal government of Nigeria. Examination malpractice in the Nigerian educational system has been widely discussed and viewed as a major challenge not only to examination bodies but also to school administrators, the entire education system, the government, and the society at large (Okó & Adie, 2016).

The Examination Malpractice Act (1999) explains examination malpractice as any act of omission or commission by a person who, in anticipation of, before, during, or after any examination, fraudulently secures any unfair advantage for himself or any other person in such a manner that contravenes the rules and regulations to the extent of undermining the validity, reliability, and authenticity of the examination and ultimately the integrity of the certificates issued. Examination practice, also known as cheating, is the illegal action that students take during their examinations to try to make good grades by cutting corners (Okó & Adie, 2015). Similarly, Onyibe et al. (2015) defined examination malpractice as a deliberate wrongdoing contrary to official examination rules designed to place a candidate at an unfair advantage or disadvantage. In the same vein, Onuka and Durowoju (2013) define examination malpractice as any dishonest or unauthorized action or deed committed by a student on his own or in collaboration with others like fellow students, guardians, parents, teachers, head teachers, examination officials, supervisors, invigilators, security officers, and anybody or group of people before, during, or after an examination in order to obtain undeserved marks or grades. Examination malpractice could therefore be described as fraudulent attainment of advantage over an examination that is against the set rules and regulations of the examination.

Most times, especially in Nigeria, examination malpractice occurs with the collaboration of examination officers that are meant to uphold the rules and regulations of such examinations. This is why the issue of ethics and morality becomes more important in the school setting. Ethics in the workplace involves identifying and prioritizing values that guide behaviors in the organization and establishing associated policies and procedures that ensure that expected behaviors are achieved. On the other hand, unethical conduct simply means behaviors that are inconsistent with the values and norms of a particular profession. A behavior devoid of good, it is a bad act or an illegal act punishable by law (Oseni, 2011). Therefore, a principal's unethical conduct can be referred to as behavior that does not uphold the policies, values, and norms of a school administrator. The unethical conduct of school principals could contribute largely to the occurrence of examination malpractice in the school.

In the school settings and even at the society level, principals are perceived to be good role models for teachers, students, and the younger generation.

Therefore, achievement of quality education abides within their maintaining the ethical standards of the position (Mabagala, 2016). Schools that build the future need to have ethical values and have managers who have ethical values in their management (Dincdemir, 2023). However, many school managers are devoid of ethical values in their daily operation, which appears to be a rising plight in today's world.

One of the common unethical conducts noticed among principals is discrimination. According to Vincy (2023), educational discrimination refers to the unequal treatment of students based on factors such as their socioeconomic background, race, gender, or other characteristics. It is discrimination when principals place priority on students based on parents' buoyancy, religious beliefs, and abilities. Those who face unfair treatment or discrimination are prone to developing negative attitudes toward school, diminished motivation, lower academic achievements, an elevated risk of quitting formal education, exposure to bullying, mental health challenges, and examination malpractice (Vincy, 2023). Every learner has the inherent right to receive an education free from biases, encompassing factors like gender, race, age, social class, and financial status. In school, discrimination can make it difficult for students to learn because they don't feel safe or accepted (Sullivan, 2009). Principals who display preference over students based on certain characteristics could be predisposing others to unfair treatment, which can lead to encouragement of examination malpractice.

Professional misconduct is another vital aspect of ethics that can influence an increase in examination malpractice. Maintaining the code of ethics through exhibiting a sense of responsibility, respect, decency, integrity, and trust enables principals to ensure the school ethos and morale (Betweli, 2013; Michael, 2011). Unethical conduct is inexhaustive; however, the following are various unethical behaviors relating to school principals: theft; fraud or deliberate falsification of documents; refusal to comply with legitimate instructions resulting in serious consequences; serious abuse/misuse of the school's property/equipment; breaches of confidentiality; inappropriate behavior; and sexual harassment or harassment against students. A Yoruba proverb says, "It is the horse in front that the one behind trails." Principals are expected to maintain exceptional discipline in schools so as to put teachers and students in check. However, when school principals are found with various forms of indiscipline, it can encourage students' display of various kinds of antisocial behaviors, including examination malpractice. Principals' corrupt practices, such as deliberate falsification of results through bribery, drug abuse, alcoholism, sexual assault, and dishonesty in examinations, could inform students' participation in various malpractices within the school (Ezeugbor & Eboatu, 2018).

Principals' neglect of duty can also become a significant factor in the increase in examination malpractices in secondary schools. The sole responsibility of a teacher is to provide leadership, direction, supervision, and coordination within the school. The principals strive to create an organization and/or climate that fosters development of both teachers and students. The neglect of duty by principals leads to an upsurge of behaviors that are not in tandem with school policies. According to Festus and Nse (2018), engagement in

supervision of the teaching/learning process, record keeping, extracurricular activities, and student discipline helps to reduce teachers' and students' involvement in actions that are against school ethics, such as examination malpractices. In a similar perspective, Kotirde, Yunos, and Anaf (2014) observed that when teachers and students are not well supervised, effectiveness in instruction and examination ethics will be compromised. However, negligence in the improvement of instruction and examination conduct through improper supervision and invigilation by the principal can go on indefinitely without being detected.

Among the studies that investigated similar issues was Dincdemir (2023), who found that unethical behaviors of school principals affected education negatively, the school climate was negatively affected due to anxiety and fear, the environment of respect and trust disappeared, and the quality of education and academic success decreased through all forms of malpractice. To further express this plight, it is pertinent to investigate the influence of principals' unethical conduct on the increasing rate of examination malpractice in public senior secondary schools in Rivers State.

### **Statement of the problem**

Unethical conduct of school administrators has assumed a notorious and most worrisome dimension in the contemporary period. This is widely noticed, as there seems to be an increasing rate of students involved in examination malpractice. The rate of examination malpractice has become so widespread that there is virtually no examination anywhere at all levels and outside the formal school system that does not have one form of illegal practice or another (Nnam & Inah, 2015). Examination malpractice has done a lot of harm to students since many of them have neglected their books with the hope of performing the magic they are used to in every examination (Oko & Adie, 2015). The question now is, could it be that school administrators are performing duties expected of them by upholding the ethics of school administration and examination?. To provide an answer to this question, the study was investigated to determine the influence of principals' unethical conduct on the increasing rate of examination malpractice.

### **Purpose of the Study**

The purpose of the study was to determine the influence of principals' unethical conduct in the increasing rate of examination malpractice in public senior secondary schools in Rivers State. In specific, the study sought to;

1. Examine the influence of principals' discrimination in the increasing rate of examination malpractice in public senior secondary schools in Rivers State
2. Determine the influence of principals' professional misconduct in the increasing rate of examination malpractice in public senior secondary schools in Rivers State
3. Examine the influence of principals' Neglect of duty in the increasing rate of examination malpractice in public senior secondary schools in Rivers State

### Research Questions

The following research questions guided the study

1. What is the influence of principals' discrimination in the increasing rate of examination malpractice in public senior secondary schools in Rivers State?
2. What is the influence of principals' professional misconduct in the increasing rate of examination malpractice in public senior secondary schools in Rivers State?
3. What is the influence of principals' Neglect of duty in the increasing rate of examination malpractice in public senior secondary schools in Rivers State?

### Hypothesis

The following hypotheses guided were tested at 0.05 level of significance

1. There is no significant difference in the mean responses of male and female principals on the influence of principals' discrimination in the increasing rate of examination malpractice in public senior secondary schools in Rivers State?
2. There is no significant difference in the mean responses of male and female principals on the influence of principals' professional misconduct in the increasing rate of examination malpractice in public senior secondary schools in Rivers State

There is no significant difference in the mean responses of male and female principals on the influence of principals' Neglect of duty in the increasing rate of examination malpractice in public senior secondary schools in Rivers State.

### METHODOLOGY

The study employed a descriptive survey research design. This design was considered suitable because the researcher intends to obtain responses from principals on the interrelation of the variables. The study was carried out in Rivers State. The population of the study was 310 principals in senior secondary schools in Rivers State. Since the population of the study was manageable, the researcher adopted a census. Hence, the sample size of the study was 310 principals, comprising 218 male and 92 female principals in senior secondary schools in Rivers State. The instrument used for data collection was a four-point rating scale questionnaire titled "Effects of Principals' Unethical Conduct on the Increasing Rate of Examination Malpractice." The instrument was designed with two sections: Section A elicited respondents' data, and Section B consisted of items that were carefully tailored towards providing answers to the research questions. The instrument was validated by one expert in educational management at Rivers State University and one other expert in measurement and evaluation. In order to establish the internal consistency of the instrument, Cronbach's alpha was used to ascertain the reliability coefficient of the instrument. The reliability coefficient values obtained were 0.87, 0.82, and 0.84, which indicates that the instrument for data collection was reliable. Out of 310 copies of the questionnaire distributed, only 267 copies (86.1 percent) were

successfully retrieved and useable for data analysis. The retrieved copies consisted of 180 male respondents and 87 female respondents. Descriptive statistics such as mean and standard deviation were used to answer the research questions. The criterion mean was 2.50, i.e., items with mean values equal to or greater than 2.50 were termed "Agree," while items with mean values less than 2.50 were termed "Disagree." The null hypothesis was tested using a z-test. The basis for accepting or rejecting the null hypothesis was that when z-cal is higher than the z-critical, the hypothesis was rejected and vice versa.

## RESEARCH RESULT

**Research Questions 1:** What is the influence of principals' discrimination in the increasing rate of examination malpractice in public senior secondary schools in Rivers State?

**Table 1: Mean Responses on the Influence of Principals' Discrimination in the Increasing Rate of Examination Malpractice in Public Senior Secondary Schools in Rivers State**

S/N	Items	Male Principals			Female Principals		
		Mean	S.D.	Rmk	Mean	S.D.	Rmk
1	Granting admission to underserving students based on recommendations, shunning minimum standards could lead to increased examination malpractice	3.19	0.54	Agree	3.01	0.67	Agree
2	Providing certain teachers less opportunity and instructional materials to carry out their jobs can as well motivate teachers to examination practice	3.26	1.02	Agree	3.04	1.11	Agree
3	Intentional delay of certain teachers' promotion and remuneration could inform their participation in examination practice with students	3.20	0.76	Agree	3.32	0.79	Agree
4	Preference of religious beliefs among student may encourage	3.02	0.83	Agree	3.29	0.97	Agree

	examination malpractice							
5	Gender preference among students may lead to cheating and forgery of result slips	2.90	1.11	Agree	3.04	0.74	Agree	
6	Unfair delegation of duties and responsibilities to teachers could lead to breach of duty	2.88	1.05	Agree	3.07	1.09	Agree	
7	Biasness in the administration of examination rules and regulation may cause disorderliness during examination	2.99	1.12	Agree	3.01	0.83	Agree	
8	Strictness of invigilators due to racial diversity could encourage examination misconduct of other races	3.01	0.76	Agree	3.12	0.69	Agree	
9	Lack of inclusivity in school administration can result to cheating in examinations	2.45	1.10	Disagree	2.13	1.19	Disagree	
10	Preference for students with buoyant parents can lead to forgery of results and revealing of exam questions	3.22	0.65	Agree	3.34	0.56	Agree	
	<b>Grand Mean &amp; S.D.</b>	<b>3.01</b>	<b>0.89</b>		<b>3.04</b>	<b>0.86</b>		

#### Field Survey, 2024

Table 1 displays the mean responses of principals on the influence of principals' discrimination in the increasing rate of examination malpractice in Public Senior Secondary Schools in Rivers State. Based on the criterion mean value of 2.50, the analysis showed that male and female principals' mean responses on items 1, 2, 3, 4, 5, 6, 7, 8, and 10 is higher than 2.50 indicating that the respondents agreed to the statements. Also, the grand mean of 3.01 and 3.04 revealed that majority of the items stated in table 1 were "agreed" as the influence of principals' discrimination in the increasing rate of examination malpractice in public senior secondary schools in Rivers State.

**Research Questions 2:** What is the influence of principals’ professional misconduct in the increasing rate of examination malpractice in public senior secondary schools in Rivers State?

**Table 2: Mean responses on the influence of Principals’ Professional Misconduct in the increasing rate of examination malpractice in public senior secondary schools in Rivers State**

S/N	Items	Male Principals			Female Principals		
		Mean	S.D.	Rmk	Mean	S.D.	Rmk
11	Deliberate academic falsehood lays the foundation for all forms of malpractices in the school setting	3.02	0.47	Agree	3.52	0.65	Agree
12	Principals’ sexual misconduct among students could lead to stealing of exam questions and forgery of result slips	3.44	0.60	Agree	3.31	0.59	Agree
13	Violation of inclusive education policy can aid disorderliness and disturbance in examination	3.23	0.71	Agree	2.64	1.08	Agree
14	Financial fraud and mismanagement can encourage student’s bribery	3.43	0.87	Agree	3.29	0.71	Agree
15	Intentional delegation of responsibilities to certain subject supervisors could aid examination practices	2.90	1.01	Agree	3.10	0.91	Agree
16	Abseentism of principals could result to low level supervision of examination conduct, thereby encouraging impersonation	2.78	1.02	Agree	2.91	0.92	Agree
17	Corruption among principals encourage students’ misconduct in the examination hall	3.05	0.69	Agree	3.34	0.74	Agree
18	Theft and forgery of examination result slip could inform bribery of principals	3.45	0.65	Agree	3.59	0.51	Agree

19	Failure to provide teachers' necessary support for instilling discipline could as well encourage examination malpractice of all kinds	3.01	0.81	Agree	3.05	0.59	Agree
<b>Grand Mean &amp; S.D</b>		<b>3.15</b>	<b>0.76</b>		<b>3.19</b>	<b>0.74</b>	

**Field Survey, 2024**

Table 2 presents the mean responses on the influence of Principals' Professional Misconduct in the increasing rate of examination malpractice in public senior secondary schools in Rivers State. The mean response on item 12-19, having mean value higher than the criterion mean, revealed that male and female principals agreed on the stated items as the influence of principals' professional misconduct in the increasing rate of examination malpractice in public senior secondary schools in Rivers State. The grand mean of 3.15 and 3.19 further proved that the respondents agreed to majority of the stated items in table 2. The standard deviation of 0.76 and 0.74 indicate how responses are close or widely dispersed.

**Research Questions 3:** What is the influence of principals' neglect of duty in the increasing rate of examination malpractice in public senior secondary schools in Rivers State?

**Table 3: Mean responses on the Influence of Principals' Neglect of duty in the Increasing Rate of Examination Malpractice in Public Senior Secondary Schools in Rivers State**

S/N	Items	Male Principals			Female Principals		
		Mean	S.D.	Rmk	Mean	S.D.	Rmk
20	Failure to prioritize teachers' training against malpractices can surge teachers' contribution to students' misconduct in examination	3.31	0.52	Agree	3.52	0.49	Agree
21	Poor school environment for examination conduct can engender students' involvement in examination practices	2.94	1.09	Agree	3.22	0.75	Agree
22	Absence of written policy against examination malpractice leads to students' ignorance penalty involved in examination practices	3.01	0.61	Agree	3.17	0.69	Agree
23	Lack of discipline for teachers encouraging malpractice could surge	3.05	0.70	Agree	3.22	0.86	Agree

	participation among students' and teachers							
24	Low enforcement of examination malpractice policy could increase students' participation in examination misconduct and disturbance	3.18	0.69	Agree	3.12	1.01	Agree	
25	Ignorance of the code of ethics and conduct of invigilators during examination could increase students' misconduct in examination	2.92	0.91	Agree	3.01	0.89	Agree	
26	Poor school and classroom settings can encourage examination malpractice	3.21	0.62	Agree	3.18	0.76	Agree	
27	Inadequate inspection of teachers and students' conduct during school examination could aid malpractices among students	3.19	0.60	Agree	3.28	0.56	Agree	
<b>Grand Mean and S.D.</b>		<b>3.01</b>	<b>0.72</b>		<b>3.22</b>	<b>0.76</b>		

#### Field Survey, 2024

Table 1 displays the mean responses of principals on the influence of principals' neglect of duty in the increasing rate of examination malpractice in public senior secondary schools in Rivers State. Based on the criterion mean value of 2.50, the analysis showed that male and female principals' mean responses on items 20, 21, 22, 23, 24, 25, 26, and 27 is higher than 2.50 indicating that the respondents agreed to the statements in table 3. Furthermore, the grand mean of 3.01 and 3.22 revealed that majority of the items stated in table 3 were termed as "agreed". Again, this showed that the statements in table 3 were accepted as the influence of principals' discrimination in the increasing rate of examination malpractice in public senior secondary schools in Rivers State

#### Test of hypothesis

H<sub>01</sub>: There is no significant difference in the mean responses of male and female principals on the influence of principals' discrimination in the increasing rate of examination malpractice in public senior secondary schools in Rivers State

**Table 5: z-test analysis on the Influence of Principals' Discrimination in the Increasing Rate of Examination Malpractice in Public Senior Secondary Schools in Rivers State**

Categories	N	Mean	S.D	Df	$\alpha$	z-cal	z-crit	Remark
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Male	180	3.01	0.89				
				265	0.05	0.12	1.96
Female	87	3.04	0.86				

**Research Data Output, 2024**

Table 5 shows the z-test analysis of the mean response of male and female principals on the influence of principals' discrimination in the increasing rate of examination malpractice in public senior secondary schools in Rivers State. In the analysis, z-calculated value obtained was 0.12. With 265 degrees of freedom and 0.05 level of significance, the z-critical value obtained was 1.96. Since z-cal 0.12 is less than the z-critical (1.96), the null hypothesis was accepted. This implies that there is no significant difference in the mean responses of male and female principals on the influence of principals' discrimination in the increasing rate of examination malpractice in public senior secondary schools in Rivers State

H<sub>02</sub>: There is no significant difference in the mean responses of male and female principals on the influence of principals' professional misconduct in the increasing rate of examination malpractice in public senior secondary schools in Rivers State

**Table 5: z-test analysis on the Influence of Principals' Professional Misconduct in the Increasing Rate of Examination Malpractice in Public Senior Secondary Schools in Rivers State**

Categories	N	Mean	S.D	Df	α	z-cal	z-crit	Remark
Male	180	3.15	0.76					
				265	0.05	0.26	1.96	
Female	87	3.19	0.74					

**Research Data Output, 2024**

Table 6 shows the z-test analysis of the mean response of male and female principals on the influence of principals' professional misconduct in the increasing rate of examination malpractice in public senior secondary schools in Rivers State. In the analysis, z-calculated value obtained was 0.12. With 265 degrees of freedom and 0.05 level of significance, the z-critical value obtained was 1.96. Since z-cal 0.26 is less than the z-critical (1.96), the null hypothesis was accepted (zcal=0.26<zcrit=1.96). This implies that there is no significant difference in the mean responses of male and female principals on the influence of principals' professional misconduct in the increasing rate of examination malpractice in public senior secondary schools in Rivers State

H<sub>03</sub>: There is no significant difference in the mean responses of male and female principals on the influence of principals' Neglect of duty in the increasing rate of examination malpractice in public senior secondary schools in Rivers State

**Table 6: z-test analysis on the Influence of Principals' Neglect of Duty in the Increasing Rate of Examination Malpractice in Public Senior Secondary Schools in Rivers State**

Categories	N	Mean	S.D	Df	α	z-cal	z-crit	Remark
Male	180	3.01	0.72					
				265	0.05	0.711	1.96	

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Female	87	3.22	0.76
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### Research Data Output, 2024

Table 6 shows the z-test analysis of the mean response of male and female principals on the influence of principals' neglect of duty in the increasing rate of examination malpractice in public senior secondary schools in Rivers State. In the analysis, z-calculated value obtained was 0.711. With 265 degrees of freedom and 0.05 level of significance, the z-critical value obtained was 1.96. Since z-cal 0.711 is less than the z-critical (1.96), the null hypothesis was accepted. This implies that there is no significant difference in the mean responses of male and female principals on the influence of principals' neglect of duty in the increasing rate of examination malpractice in public senior secondary schools in Rivers State

## DISCUSSION

Findings from research question 1, as shown in table 1, revealed respondents' opinions on the influence of principals' discrimination on the increasing rate of examination malpractice in public senior secondary schools in Rivers State. The study found that principals' discrimination greatly influences the increasing rate of examination malpractice in that preference of religious beliefs among students may encourage examination malpractice, principals' gender preference among students may lead to cheating and forgery of result slips, unfair delegation of duties and responsibilities to teachers could lead to breach of duty, and biasness in the administration of examination rules and regulations may cause disorderliness during examination, amongst others. This finding aligns with (Vincy, 2023). Every learner has the inherent right to receive an education free from biases, encompassing factors like gender, race, age, social class, and financial status.

Secondly, findings from research question two as displayed in table 2 showed the respondents' opinion on the influence of principals' professional misconduct on the increasing rate of examination malpractice in public senior secondary schools in Rivers State. It was revealed that professional misconduct from principals contributes to the increasing examination malpractice in Rivers State. Respondents agreed that principals' sexual misconduct among students could lead to stealing of exam questions and forgery of result slips, violation of inclusive education policy can aid disorderliness and disturbance in examination, financial fraud and mismanagement can encourage students' bribery, and many more. This finding is also related to Ezeugbor & Eboatu (2018). Principals' corrupt practices, such as deliberate falsification of results through bribery, drug abuse, alcoholism, sexual assault, and dishonesty in examinations, could inform students' participation in various malpractices within the school.

Lastly, findings from research question three as displayed in table 3 showed the respondents' opinion on the influence of principals' neglect of duty on the increasing rate of examination malpractice in public senior secondary schools in Rivers State. It was revealed that neglect of duty by principals influences the increasing examination malpractice in Rivers State. Respondents

agreed that a poor school environment for examination conduct can engender students' involvement in examination practices, the absence of a written policy against examination malpractice leads to students' ignorance of the penalty involved in examination practices, a lack of discipline for teachers encouraging malpractice could surge participation among students and teachers, and low enforcement of the examination malpractice policy could increase students' participation in examination misconduct and disturbance. This finding is consistent with Kotride et al. (2014), who found that when teachers and students are not well supervised, effectiveness in instruction and examination ethics will be compromised.

### **CONCLUSION**

Based on the findings of the study, it was concluded that principals' unethical conduct influence increasing rate of examination malpractice in public senior secondary schools. Principals Unethical conducts such as professional misconduct, neglect of duty and discrimination greatly contribute to increasing rate of examination malpractice in public senior secondary schools in Rivers State.

### **RECOMMENDATIONS**

Based on the findings of the study, it was recommended that;

1. Government should provide intensive training for principals on how inclusive management of secondary schools. This will help to reduce the level of discrimination that could lead to examination malpractice in secondary schools.
2. External supervisors should be frequent in secondary schools to evaluate and assess principals' professional conduct in secondary schools especially during internal and external examinations. This can help reduce expression of certain professional misconducts in secondary schools.

Awareness should be created among school principals on the legal implications of tort negligence. This awareness is capable of reducing the rate of negligence of duty resulting to examination malpractice.

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