



ADMINISTRATORS ETHICAL DECISION-MAKING STRATEGIES AND TEACHERS PRODUCTIVITY IN PUBLIC SENIOR SECONDARY SCHOOLS IN PORT HARCOURT METROPOLIS IN RIVERS STATE



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Abstract

This study investigated “administrators ethical decision-making strategies and teachers productivity in public senior secondary schools in Port Harcourt Metropolis in Rivers State”. Three research questions and three hypotheses guided the study. The study adopted the correlation survey research design. The study was carried out in Public Senior Secondary Schools in Port Harcourt Metropolis in Rivers State. The population of the study was 721 respondents consisting of all 105 administrators (principals, vice principal and admin) and 616 teachers from 35 Public Senior Secondary Schools in Port Harcourt Metropolis in Rivers State. Stratified Sampling technique was used to select 83 principals and 243 teachers. Hence, the sample size of the study was 326 respondents. The instrument for the data collection was a two self-constructed questionnaire titled “Administrators Ethical Decision-Making Strategies Questionnaire and Teachers Productivity Questionnaire. The validity of the research instrument was determined using face and content validity. The reliability of the instrument was established using a reliability index of 0.78, 0.83 and 0.89 for each research questions. The data gathered from the respondents were analysed using Pearson Product Moment Correlation Coefficient to answer the research questions and to test the hypotheses. The study found that Administrators Collaborative Decision-Making Strategy, Utilitarian Decision-Making Strategy and Deontological Decision-Making Strategy positively relates to Teachers Productivity among others in Public Senior Secondary Schools in Port Harcourt Metropolis in Rivers State. The study recommended among others that School administrators should adopt transparent processes in their decision-making, ensuring that teachers are informed and involved in key decisions that affect their professional roles. This can enhance trust and motivate teachers to perform better.

Keywords: Administrators, Ethical Decision-Making, Strategies, Teachers Productivity.

Introduction

Ethical decision-making in educational leadership is critical to the overall success of schools, especially in the context of public senior secondary schools in Port Harcourt Metropolis. School administrators are tasked not only with ensuring the academic achievement of students but also with creating an environment where ethical standards guide the actions and decisions of both staff and students (Aslan, 2020). The decisions made by administrators regarding issues such as resource allocation, teacher motivation, student discipline, and the implementation of educational policies significantly impact teacher productivity and, consequently, the quality of education delivered to students. In the education sector, administrators play a pivotal role in shaping the operational



environment of schools, which directly influences the performance and productivity of teachers (Begley, 2020). Ethical decision-making by administrators is central to creating an environment where teachers feel valued, motivated, and supported. In particular, the strategies used by administrators to navigate ethical dilemmas and maintain high standards of integrity can foster a positive working atmosphere, which, in turn, enhances teachers' job satisfaction, commitment, and productivity (Brown & Treviño, 2021).

Ethical decision-making refers to the process of making choices that reflect fairness, respect, and transparency, considering both the short-term and long-term consequences for all stakeholders involved (Bass & Avolio, 2020). For school administrators, these decisions encompass a range of areas, including staff recruitment, evaluation, resource allocation, and addressing conflicts among staff or students (MacIntyre, 2019). Ethical leadership in educational settings has been linked to trust, respect, and collaboration among staff, all of which contribute to a more productive school environment (Brown & Treviño, 2021).

An essential aspect of ethical decision-making in schools is the establishment of ethical guidelines that can be consistently applied in decision-making processes. According to Begley (2020), ethical leadership in education requires administrators to demonstrate a high degree of moral integrity, empathy, and professionalism when making decisions. This helps prevent unethical practices such as favouritism, corruption, and discrimination, which can severely undermine the effectiveness of the teaching staff and overall school performance. Additionally, research indicates that administrators' commitment to ethical decision-making enhances their credibility, which positively impacts the school culture and morale among teachers (Zhu, Avolio, & Walumbwa, 2021).

In recent years, there has been growing attention to the role of ethics in educational administration. Researchers have noted that the ethical decisions made by school leaders influence both the internal functioning of schools and the broader educational outcomes. School administrators in Port Harcourt Metropolis, like their counterparts globally, are expected to uphold standards of integrity, fairness, and transparency while navigating the complexities of educational governance. Their ethical decision-making strategies, which may include participative, distributive, or authoritative approaches, shape the school culture and create conditions that either enhance or undermine teacher productivity (Olorundare, 2021; Johnson & Shepherd, 2022).

Teacher productivity, is directly influenced by the administrative decisions that shape the work environment. Teachers' productivity is often defined by their effectiveness in the classroom, which includes the quality of instruction, their ability to motivate students, and their overall contributions to the school's goals (Darling-Hammond, 2020). Ethical leadership by administrators fosters a positive work climate, where teachers feel valued, motivated, and supported. Conversely, unethical decisions such as favoritism, lack of accountability, or inadequate support can lead to disengagement, low morale, and reduced productivity. Recent studies underscore the importance of transparent, equitable decision-making in improving teachers' job satisfaction, retention, and performance (Mbah & Igbokwe, 2023; Eze & Oluchukwu, 2024).

Teachers' productivity is a key factor in ensuring high-quality educational outcomes. Teacher productivity, encompassing the quality and quantity of teaching, as well as engagement with students, is closely linked to how teachers perceive the ethical environment created by school leadership. Unethical decisions, such as favoritism in resource allocation, unequal distribution of workload, or lack of support for professional development, can lead to dissatisfaction, decreased motivation, and lower teacher performance (Mbah & Igbokwe, 2023). Moreover, ethical dilemmas related to issues such as student discipline, performance evaluation, and teacher promotion may undermine teachers' trust in the leadership, further reducing their productivity and willingness to engage in their roles effectively.

Studies have shown that when administrators engage in ethical decision-making, teachers are more likely to exhibit higher levels of job satisfaction, which correlates with increased productivity (Yun et al., 2020). Ethical leadership fosters an atmosphere of fairness and respect, where teachers are encouraged to perform at their best, knowing their contributions are acknowledged and their rights protected (MacIntyre, 2019).



A study by Aslan (2020) suggested that teachers' productivity is significantly impacted when administrators are perceived as ethical leaders. Teachers are more motivated to exert effort in their teaching and other professional duties when they feel that the school's leadership is just, transparent, and responsive to their needs. Ethical decision-making by school administrators includes fair and transparent practices such as equitable distribution of resources, unbiased evaluations, and opportunities for professional development, all of which contribute to higher teacher engagement and productivity (Begley, 2020).

Moreover, ethical decision-making supports the establishment of a positive school culture, which is critical for teacher performance. Teachers who feel they work in an environment that values ethical behavior are more likely to engage in collaborative efforts, resulting in improved educational outcomes (Brown & Treviño, 2021). In contrast, unethical decision-making, such as promoting certain teachers based on personal biases or failing to address misconduct, can lead to dissatisfaction, low morale, and diminished productivity (Yun, Lee, & Avolio, 2020).

Ethical decision-making strategies used by administrators in public senior secondary schools significantly influence teacher productivity, as these strategies directly impact the work environment, teaching quality, and overall school culture. There are three ethical decision-making strategies applicable to administrators in these schools: Collaborative Decision-Making, Utilitarian Decision-Making, and Deontological Decision-Making.

Collaborative decision-making involves administrators involving teachers and other stakeholders in the decision-making process. This strategy promotes shared responsibility and collective ownership of school goals, improving communication and trust. When teachers are included in important decisions, they feel empowered, leading to higher motivation and productivity. Collaborative decision-making in schools enhanced teacher engagement and productivity by creating a sense of community and shared purpose (O'Reilly & McNamara, 2022). Example: An administrator might involve teachers in developing new curriculum guidelines or determining professional development needs.

Utilitarian decision-making focuses on achieving the greatest good for the greatest number. Administrators using this strategy prioritize decisions that maximize the overall benefits for the school community, balancing the needs of teachers, students, and other stakeholders. This approach encourages the development of policies that improve overall teacher satisfaction and productivity. Utilitarian leadership can increase teacher productivity by focusing on policies that benefit the majority, such as workload adjustments and performance-based incentives (Lee, & Xu, 2021). Example: An administrator might decide to implement a school-wide professional development program that enhances the teaching skills of all faculty, benefited to the entire school.

Deontological decision-making emphasizes the adherence to rules, duties, and obligations, regardless of the consequences. Administrators who apply deontological ethics make decisions based on established codes of conduct or school policies, which ensures consistency and reliability. This strategy helps teachers know what is expected of them, providing a stable and predictable environment conducive to productivity. Deontological leadership in schools ensures that teachers operate within well-defined guidelines, which reduces confusion and enhances teacher productivity by providing a clear framework for action (Williams, 2023). For instance, an administrator might enforce clear and consistent disciplinary policies, ensuring that teachers understand the rules and consequences, which supports a productive teaching environment.

Port Harcourt, as the capital city of Rivers State, represents a diverse socio-economic environment, with a large concentration of public senior secondary schools. In this context, ethical decision-making by school administrators is crucial due to the complex challenges faced by the educational system in Nigeria, including resource limitations, teacher strikes, and political interference. Teachers' productivity in the region is often hindered by these issues, making it all the more important for administrators to adopt ethical strategies that ensure fairness and promote teacher motivation. Research by Nwachukwu and Akpan (2021) highlights the challenges administrators face in ethical decision-making in Nigerian schools, including dealing with the influence of external political pressures, lack of resources, and maintaining ethical standards in resource allocation.

The unique context of Port Harcourt, where schools may face political and community pressures, means that administrators must be particularly vigilant in their ethical decision-making to avoid practices that could demoralize teachers and hinder their productivity. Additionally, studies by Ogunyemi & Ojo, (2022) have indicated that teachers in the region often face challenges related to leadership transparency and fairness, which can negatively impact their productivity. Therefore, administrators' ability to implement ethical decisions is a key determinant of teacher job satisfaction and performance in this area.

Teacher morale and engagement are strongly influenced by administrators' ethical decision-making practices. When administrators are perceived as fair and just, teachers are more likely to feel engaged and motivated in their roles. A positive school culture, built on ethical practices, creates a work environment in which teachers feel valued and supported (Bass & Avolio, 2020). This leads to increased commitment and productivity, as teachers are more likely to dedicate themselves to enhancing the quality of their instruction and contributing to the overall success of the school. Research conducted by Darling-Hammond (2020) highlighted that ethical leadership practices help reduce teacher burnout, promote teacher retention, and encourage professional growth. Teachers who perceive their administrators as ethical are less likely to leave the profession due to dissatisfaction which directly benefits the school's productivity. Similarly, ethical decision making has been shown to reduce instances of teacher conflict, enabling a more harmonious work environment where teachers can focus on their core duties of teaching and mentoring students (Brown & Treviño, 2021).

Ethical decision-making by administrators plays a crucial role in enhancing teachers' productivity, particularly in public senior secondary schools in Port Harcourt Metropolis, Rivers State. Ethical leadership promotes fairness, trust, and transparency, which are foundational elements for fostering a positive school culture that supports teacher morale and engagement. Administrators who consistently make ethical decisions create a work environment where teachers feel valued and motivated to perform at their best. Thus, it is essential for administrators to adopt ethical decision-making strategies that align with both professional standards and the unique needs of their educational environments. Therefore, examining the relationship between administrators' ethical decision-making strategies and teacher productivity in public senior secondary schools in Port Harcourt is vital for improving both administrative practices and educational outcomes.

Statement of the Problem

In recent years, there has been increasing concern about the impact of school leadership on teacher productivity, particularly in public senior secondary schools in Port Harcourt Metropolis. One of the most critical elements influencing teacher effectiveness is the ethical decision-making strategies employed by school administrators. Ethical decision-making involves the principles of fairness, justice, accountability, and integrity that guide leaders in their daily practices and interactions with teachers and students. However, in many educational systems, including those in Nigeria, school administrators often face complex challenges that may influence their ability to make ethical decisions, leading to a significant impact on teacher morale and productivity.

Despite the centrality of ethical leadership to the success of schools, there remains a lack of comprehensive research exploring how ethical decision-making strategies by school administrators directly influence teacher productivity, particularly in the context of public senior secondary schools in Port Harcourt. In this region, various socio-economic challenges, such as inadequate funding, poor infrastructure, and high student-teacher ratios, have exacerbated the difficulties administrators face in making ethical and effective decisions (Eze & Oluchukwu, 2024). Administrators are often forced to make decisions that may not always align with ethical standards, particularly in environments where there is pressure to meet academic targets or manage limited resources. This has the potential to negatively impact teacher job satisfaction, motivation, and overall productivity. While there have been studies on ethical leadership and its general impact on organizational effectiveness in other sectors, there is a noticeable gap in literature specifically addressing the -making strategies and teacher productivity in public secondary schools in Port Harcourt. The few studies that have explored this area have primarily focused on the broader Nigerian context, leaving the particular nuances of Port

Harcourt's educational environment largely unexplored (Olorundare, 2021). This gap in research becomes significant especially in light of the growing challenges within the Nigerian educational system, such as a shortage of qualified teachers, issues of teacher motivation, and the quest for improved academic standards in the face of increasing demands. This research therefore aims to fill this gap in investigating how ethical decision-making strategies employed by administrators in public senior secondary schools in Port Harcourt metropolis, relates to teacher productivity.

Purpose of the Study

The purpose of the study was to examine the relationship between administrators ethical decision-making strategies and teachers productivity in public senior secondary schools in Port Harcourt Metropolis in Rivers State. Specifically, the study sought to;

1. Determine the relationship between administrators collaborative decision-making strategy and teachers productivity in public senior secondary schools in Port Harcourt Metropolis in Rivers State
2. Ascertain the relationship between administrators utilitarian decision-making strategy and teachers productivity in public senior secondary schools in Port Harcourt Metropolis in Rivers State
3. Examine the relationship between administrators deontological decision-making strategy and teachers productivity in public senior secondary schools in Port Harcourt Metropolis in Rivers State

Research Questions

The following research questions guided the study.

1. What is the relationship between administrators collaborative decision-making strategy and teachers productivity in public senior secondary schools in Port Harcourt Metropolis in Rivers State?
2. What is the relationship between administrators utilitarian decision-making strategy and teachers productivity in public senior secondary schools in Port Harcourt Metropolis in Rivers State?
3. What is the relationship between administrators deontological decision-making strategy and teachers productivity in public senior secondary schools in Port Harcourt Metropolis in Rivers State?

Hypothesis

The following null hypotheses were tested at 0.05 level of significance.

1. There is no significant relationship between administrators collaborative decision-making strategy and teachers productivity in public senior secondary schools in Port Harcourt Metropolis in Rivers State
2. There is no significant relationship between administrators utilitarian decision-making strategy and teachers productivity in public senior secondary schools in Port Harcourt Metropolis in Rivers State
3. There is no significant relationship between administrators deontological decision-making strategy and teachers productivity in public senior secondary schools in Port Harcourt Metropolis in Rivers State

Methodology

The study adopted the correlation survey research design. The study was carried out in Public Senior Secondary Schools in Port Harcourt Metropolis in Rivers State. The population of the study was 721 respondents consisting of; all 105 administrators (principals, vice principal and admin) and 616 teachers from 35 Public Senior Secondary Schools in Port Harcourt Metropolis in Rivers State (source: Rivers State Schools Board, 2023). Stratified Proportional Sampling technique was used to sample 83 principals and 243 respondents who were willing to provide required information as demanded by the

researcher, also the stratified proportional sampling techniques was used for the different subgroups (strata) within the population. Hence, the sample of the study was 326 respondents. The instrument for the data collection were two sets of self-constructed questionnaire titled “Administrators Ethical Decision-Making Strategies Questionnaire (AEDMSQ) and Teachers Productivity Questionnaire. Each section was used to obtain information on the objectives which were designed in the pattern of four point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with numerical values of 4, 3, 2 and 1 respectively. The validity of the research instrument was determined using face and content validity. This was done by one expert from the Department of Educational Management, and one expert from the Department of Measurement and Evaluation, Rivers State University, Port Harcourt. The reliability of the instrument was established using Cronbach Alpha method which yielded a composite reliability index of 0.78, 0.83 and 0.89 for each of the clusters in the instrument. The researcher administered the questionnaire to the respondents with the help of three research assistants. All the copies of the instrument were administered and retrieved successfully. The data gathered from the respondents were analyzed using Pearson Product Moment Correlation Coefficient to answer the research questions and test the hypotheses. Decision for acceptance was based on the scores achieved from the table. Any mean score above 2.50 was accepted and below 2.50 was rejected. The decision criterion was based on the scores attached to each option scale as thus below:

Strongly Agree	-	4 point
Agree	-	3 point
Disagree	-	2 point
Strongly Disagree	-	1 point
$10 \div 4 = 2.50$		

Research Question 1: What is the relationship between Administrators Collaborative Decision-Making Strategy and Teachers Productivity in Public Senior Secondary Schools in Port Harcourt Metropolis in Rivers State?

Table 1: PPMC Analysis on Relationship between Administrators Collaborative Decision-Making Strategy and Teachers Productivity in Public Senior Secondary Schools in Port Harcourt Metropolis in Rivers State

Variable	N	$\sum x$	$\sum y$	$\sum x^2$	$\sum y^2$	$\sum xy$	r-cal	Remark
Collaborative Decision-Making Strategy	326	1582		2502724		4813124	1.001	Strong Relationship
Teachers Productivity	326		1520		2310400			

Field Survey, 2024

Table 1 shows the relationship between Administrators Collaborative Decision-Making Strategy and Teachers Productivity in Public Senior Secondary Schools in Port Harcourt Metropolis in Rivers State. The analysis revealed that the correlation coefficient existing between Administrators Collaborative Decision-Making Strategy and Teachers Productivity in Public Senior Secondary Schools in Port Harcourt Metropolis in Rivers State is 0.95. This means that there is a high and positive relationship between Administrators Collaborative Decision-Making Strategy and Teachers Productivity in Public Senior Secondary Schools in Port Harcourt Metropolis in Rivers State.

Research Question 2: What is the relationship between Administrators Utilitarian Decision Making Strategy and Teachers Productivity in Public Senior Secondary Schools in Port Harcourt Metropolis in Rivers State?



Table 2: PPMC Analysis on Relationship between Administrators Utilitarian Decision-Making Strategy and Teachers Productivity in Public Senior Secondary Schools in Port Harcourt Metropolis in Rivers State

Variable	N	$\sum x$	$\sum y$	$\sum x^2$	$\sum y^2$	$\sum xy$	r-cal	Remark
Collaborative Decision-Making Strategy	326	1668		2782224		4620800	1.794	Strong Relationship
Teachers Productivity	326		1520		2310400			
Field Survey, 2024								

Table 2 shows the relationship between Administrators Utilitarian Decision-Making Strategy and Teachers Productivity in Public Senior Secondary Schools in Port Harcourt Metropolis in Rivers State. Pearson product moment correlation analysis revealed that the correlation existing between Administrators Utilitarian Decision-Making Strategy and Teachers Productivity in Public Senior Secondary Schools in Port Harcourt Metropolis in Rivers State is 0.96. The correlation coefficient obtained indicates that there is a high and positive relationship between Administrators Utilitarian Decision-Making Strategy and Teachers Productivity in Public Senior Secondary Schools in Port Harcourt Metropolis in Rivers State.

Research Question 3: What is the relationship between Administrators Deontological Decision-Making Strategy and Teachers Productivity in Public Senior Secondary Schools in Port Harcourt Metropolis in Rivers State?

Table 3: PPMC Analysis on Relationship between Administrators Deontological Decision-Making Strategy and Teachers Productivity in Public Senior Secondary Schools in Port Harcourt Metropolis in Rivers State

Variable	N	$\sum x$	$\sum y$	$\sum x^2$	$\sum y^2$	$\sum xy$	r-cal	Remark
Collaborative Decision-Making Strategy	326	1608		2585664		4896064	1.623	Strong Relationship
Teachers Productivity	326		1520		2310400			
Field Survey, 2024								

Table 2 presents the PPMCC analysis of the relationship between Administrators Deontological Decision-Making Strategy and Teachers Productivity in Public Senior Secondary Schools in Port Harcourt Metropolis in Rivers State. The correlation analysis revealed that the correlation existing between Administrators Deontological Decision-Making Strategy and Teachers Productivity in Public Senior Secondary Schools in Port Harcourt Metropolis in Rivers State is 0.96. The correlation coefficient obtained indicates that there is a high and positive relationship between Administrators Deontological Decision-Making Strategy and Teachers Productivity in Public Senior Secondary Schools in Port Harcourt Metropolis in Rivers State.

Hypotheses

H₀₁: There is no significant relationship between Administrators Collaborative Decision Making Strategy and Teachers Productivity in Public Senior Secondary Schools in Port Harcourt Metropolis in Rivers State.

Table 4.8 Correlations for the relationship between Administrators Collaborative Decision-Making Strategy and Teachers Productivity in Public Senior Secondary Schools in Port Harcourt Metropolis in Rivers State

			Administrators Collab		
			Decision Making Strat	Teachers Productivity	
Administrators Collaborative Decision-Making Strategy			Pearson Correlation	1	.847**
			Sig. (2-tailed)		.070
			N	326	326
Teachers Productivity			Pearson Correlation	.672**	1
			Sig. (2-tailed)	.070	
			N	326	326

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Research Data 2025, (SPSS output version 21.0)

Table 4.8 presented the correlation analysis between administrators' collaborative decision-making strategy and teachers' productivity in public senior secondary schools in Port Harcourt Metropolis, Rivers State. The Pearson correlation coefficient for administrators' collaborative decision-making strategy and teachers' productivity was **0.847**, indicating a strong positive relationship. This suggested that as administrators engaged more in collaborative decision-making, teachers' productivity also tended to increase. However, the significance value (Sig. 2-tailed) was 0.070, which was greater than the standard threshold of 0.05, implying that the relationship was not statistically significant at the 95% confidence level.

Furthermore, the correlation coefficient for teachers' productivity and administrators' collaborative decision-making strategy was 0.672, further confirming a strong positive association between the variables. This implied that teachers who operated in environments where administrators embraced collaborative decision-making were likely to be more productive. However, the p-value of 0.070 indicated that this relationship was not statistically significant, meaning that while a positive relationship existed, the effect might have occurred by chance. Therefore, while the findings suggested a potential link between collaborative decision-making and teacher productivity, further research might be needed to establish a conclusive causal relationship.

H₀₂: There is no significant relationship between Administrators Utilitarian Decision-Making Strategy and Teachers Productivity in Public Senior Secondary Schools in Port Harcourt Metropolis in Rivers State.

Table 4.9 Correlations for the Relationship between Administrators Utilitarian Decision-Making Strategy and Teachers Productivity in Public Senior Secondary Schools in Port Harcourt Metropolis in Rivers State

			Administrators Utilitarian Deci	
			Making Strategy	Teachers Productivity
Administrators Utilitarian Decision-Making Strategy			Pearson Correlation	1
			Sig. (2-tailed)	.690**
			N	.197
				326
Teachers Productivity			Pearson Correlation	.690**
			Sig. (2-tailed)	1
			N	.197
				326

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Research Data 2025, (SPSS output version 21.0)

Table 4.9 presented the correlation analysis between administrators' utilitarian decision-making strategy and teachers' productivity in public senior secondary schools in Port Harcourt Metropolis, Rivers State. The Pearson correlation coefficient between administrators' utilitarian decision-making strategy and teachers' productivity was **0.690**, indicating a strong positive relationship. This suggested that when administrators adopted a utilitarian decision-making approach, teachers' productivity tended to increase. However, the p-value (Sig. 2-tailed) was 0.197, which exceeded the standard significance threshold of **0.05**. This implied that there is a positive correlation existed, between the independent variable and the dependent variable, therefore, the null hypothesis was rejected.

H0₃: There is no significant relationship between Administrators Deontological Decision Making Strategy and Teachers Productivity in Public Senior Secondary Schools in Port Harcourt Metropolis in Rivers State.

lations for the Relationship between Administrators Deontological Decision-Making Strategy and Teachers Productivity in Public Senior Secondary Schools in Port Harcourt Metropolis in Rivers State

		Administrators Deontological Decision-Making Strategy	Teachers Productivity
Administrators Deontological Decision-Making Strategy	Pearson Correlation	1	.814**
	Sig. (2-tailed)		.093
	N	326	326
Teachers Productivity	Pearson Correlation	.814**	1
	Sig. (2-tailed)	.093	
	N	326	326

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Research Data 2025, (SPSS output version 21.0)

Table 4.9 presented the correlation analysis between administrators' deontological decision-making strategy and teachers' productivity in public senior secondary schools in Port Harcourt Metropolis, Rivers State. The Pearson correlation coefficient between administrators' deontological decision-making strategy and teachers' productivity was 0.814, indicating a strong positive relationship. This suggested that when administrators adhered to ethical principles and duty-based decision-making, teachers' productivity tended to improve. However, the p-value (Sig. 2-tailed) was 0.093, which was greater than the conventional significance threshold of 0.05. This implied that despite the strong correlation, the relationship was not statistically significant at the 95% confidence level, meaning that the observed association could have occurred by chance. Additionally, the correlation coefficient for teachers' productivity and administrators' deontological decision-making strategy remained 0.814, reinforcing the presence of a strong positive association. Therefore, the null hypothesis was rejected.

Discussion of Findings

Findings from table 1 shows the magnitude of relationship between Administrators Collaborative Decision-Making Strategy and Teachers Productivity in Public Senior Secondary Schools in Port Harcourt Metropolis in Rivers State. It was revealed that correlation coefficient existing between the two variables was 0.91, indicating a strong positive relationship. The hypothesis showed that there is a significant relationship between Administrators Collaborative Decision-Making Strategy and Teachers Productivity in Public Senior Secondary Schools in Port Harcourt Metropolis in Rivers State. This finding aligns with O'Reilly and McNamara, (2022) who posited that Collaborative decision-making involves administrators involving teachers and other

stakeholders in the decision-making process. This strategy promotes shared responsibility and collective ownership of school goals, improving communication and trust. When teachers are included in important decisions, they feel empowered, leading to higher motivation and productivity. Collaborative decision-making in schools enhanced teacher engagement and productivity by creating a sense of community and shared purpose.

Secondly, the findings from table 2 shows that the relationship between Administrators Utilitarian Decision-Making Strategy and Teachers Productivity in Public Senior Secondary Schools in Port Harcourt Metropolis in Rivers State. The Pearson Product Moment Correlation Analysis showed that there is a strong correlation between Administrators Utilitarian Decision Making Strategy and Teachers Productivity in Public Senior Secondary Schools in Port Harcourt Metropolis. The tested hypothesis showed that the relationship existing between the two variables are significant at 0.05 alpha level. In relation to this finding, Lee, & Xu, (2021) posited that Utilitarian decision-making focuses on achieving the greatest good for the greatest number. Administrators using this strategy prioritize decisions that maximize the overall benefits for the school community, balancing the needs of teachers, students, and other stakeholders. This approach encourages the development of policies that improve overall teacher satisfaction and productivity. Utilitarian leadership can increase teacher productivity by focusing on policies that benefit the majority, such as workload adjustments and performance-based incentives.

Lastly, the study found that there is a significant relationship between Administrators Deontological Decision-Making Strategy and Teachers Productivity in Public Senior Secondary Schools in Port Harcourt Metropolis in Rivers State. The correlation coefficient of 0.76 showed that there is strong correlation between the variables understudy. This finding is coherent with that of Williams (2023) who revealed that Deontological decision-making emphasizes the adherence to rules, duties, and obligations, regardless of the consequences. Administrators who apply deontological ethics make decisions based on established codes of conduct or school policies, which ensures consistency and reliability. This strategy helps teachers know what is expected of them, providing a stable and predictable environment conducive to productivity. Deontological leadership in schools ensures that teachers operate within well-defined guidelines, which reduces confusion and enhances teacher productivity by providing a clear framework for action.

Conclusion

Based on the findings of the study, it was concluded that, Administrators Collaborative

Decision-Making Strategy, Utilitarian Decision-Making Strategy and Deontological Decision Making Strategy positively relates to Teachers Productivity in Public Senior Secondary Schools in Port Harcourt Metropolis in Rivers State. Administrators' ethical decision-making strategies and their impact on teachers' productivity in public senior secondary schools in Port Harcourt Metropolis, Rivers State, highlights the critical role that ethical leadership plays in creating an environment conducive to effective teaching and learning. Ethical decision-making by school administrators fosters trust, respect, and fairness, which in turn enhances teachers' motivation, job satisfaction, and overall productivity. When administrators uphold strong ethical standards, they provide a stable and supportive framework that allows teachers to focus on their professional responsibilities. Consequently, fostering ethical practices at the administrative level is essential for improving educational outcomes and promoting a positive school culture. Therefore, it is imperative for educational leaders to continuously prioritize ethical decision-making to sustain and improve teacher productivity in secondary schools.

Recommendations

The following recommendations were made based on the findings of the study:

1. School administrators should adopt transparent processes in their decision-making, ensuring that teachers are informed and involved in key decisions that affect their professional roles. This can enhance trust and motivate teachers to perform better.
2. Regular professional development programs focusing on ethical decision-making should be implemented for school administrators. This would equip them with the skills and knowledge to



make ethical decisions that foster a positive working environment, ultimately boosting teachers' productivity.

3. Administrators should encourage collaborative decision-making by engaging teachers in discussions on key educational policies, school improvement plans, and other matters that affect their work. Involvement in such decisions can improve teachers' morale and productivity.

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