



ETHICAL STANDARD IN SCHOOL SUPERVISION OF INSTRUCTION: A STUDY OF PUBLIC SECONDARY SCHOOLS IN AFIKPO EDUCATION ZONE OF EBONYI STATE



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Abstract

The main focus of this study was to investigate the extent to which principals adopt ethical standard in supervision of instruction in public secondary schools in Afikpo Education Zone of Ebonyi State. The study was guided by two specific purposes, two research questions and two null hypotheses. The study adopted a descriptive research design with the population of 82 public secondary schools while the sample size of the study was 264 respondents, selected from 1057 teachers through Yaro Yamane Formula with indefinite population from public secondary schools located in the five local government areas of Afikpo education zone of Ebonyi State. The instrument used for the data collection for the study was a self-structured questionnaire titled 'ethical standard in school supervision of instruction questionnaire (ESS1Q)'. The instrument was validated by two experts from the Department of Educational Foundations, Educational Administration and Planning unit and one expert from the science education department, measurement and evaluation unit, all in Faculty of Education, Ebonyi State University, with a reliability coefficient index of $r=0.83$ obtained through the Cronbach alpha statistical procedure which was a confirmation that the instrument was highly reliable. Data collected were analysed using mean ($\bar{x}$) and standard deviation (SD) and t-test statistics were used to test the hypothesis at 0.05 alpha level of significance. The findings of the study indicated that principals in public secondary schools in Afikpo educational zone adopt ethical standard in instructional supervision to a low extent. And that there is no significant difference in the mean response of urban and rural teachers on the extent to which ethical standard in instructional supervision were adopted by principals in public secondary schools in Afikpo Education zone. And also there is no significant difference in the mean response of urban and rural teachers on the extent to which ethical values adopted by principals improve lesson delivery in public secondary schools in Afikpo Education Zone of Ebonyi State. Based on the findings, it was recommended that principals in public secondary schools should be given orientation on the values of adopting ethical standard during supervision of instruction in their various schools also that the appointment of principals should be done strictly based on merits and competence for the successful actualization of quality control in public secondary schools in Afikpo Education Zone of Ebonyi State.

Keywords: Principals, ethical standard, supervision, instruction, public secondary schools



Introduction

Education as a veritable tool for national building has been described also as a ladder to national development. It is referred to as the goose that lays the golden eggs, meaning that educational sector brings forth all manpower that occupy every other sector of the economy. A well structured education system reforms the citizens, who as well build the society to an enviable standard. Education remains the powerful instrument for progressive economy, social mobility, political advancement and an effective instructor of ethical values and standard living in our society (Kamindo,2016).

In Nigeria today, the status of education is not promising and encouraging as it is expected to be. Our country is in a great need of qualitative education in order to move the economy forward. One of the ways to create and sustain qualitative education is through the application of ethical standard in school supervision of instruction. It is through this measure that we can initiate quality control and assurance in educational system and anything short of this will become counterproductive and to this effect, everything humanly possible has to be done to bring our country's educational standard to the same footing step with her westerns counterpart in order to accomplish a desired goals. It is as the result of the above that Ebonyi State government continued to ensure thathuman, material and financial resources are made available for the sector, for instance, our education system is on the concurrent list of government.

Supervision is the process of overseeing the performance of the task assigned to individuals or group of people with the aim of directing and controlling its execution' towards a successful outcome. Supervision of instruction according to Ezeocha,(2019) is the process of guiding,directing and stimulating growth with the overall aim of employing advice,criticism,verification and justification to improve teaching and learning. It is the central focus of instructional supervision is to ensure that whatsoever that is done in the class room setting is done without error because any form of error initiated at the primary or secondary level of schooling is very difficult to correct at the advanced level. Supervision of instruction suggests facilitating, motivating, directing and organizing human and material resources in schools for the purpose of maintaining and achieving higher educational outcome in schools.Nwankwo,(2014) conceptualized instructional supervision as those set of activities carried out by school supervisory personnel with the aim of making teaching and learning more effective.He went further to opine that instructional supervision is an internal control measure that is geared towards efficient school production. In line with the foregoing, Bruther,(2014), posited that supervision of instruction is focused on guiding and stimulating teachers growth and performance with the overall aim of improving teaching and learning and ensuring that school operators do their work effectively. It is a working relationship, whereby the supervisor guides and assists the supervisee to do a better job and equally meet the set targets. The implication is that supervision of instruction establishes a positive relationship with all the concerned individuals for the purpose of objective accomplishment.

On the other hand, a supervisor is a certified individual, assigned with the responsibility of directing effort and guiding the activities of staff members of an organization.This implies that a supervisor has the role of assisting principal and teachers do their work better through a collaborative effort. He designs series of techniques and methods in performing his supervisory roles in order to achieve the set goals of the institution under his control(Rowell,2020).

Basic instructional supervision skills include the following; mastery of subject matter skills, teaching strategies skills, classroom management skills, Evaluation skills and mentoring skills,(Ama, 2019). All these skills play a significant role in school instructional supervision. Ethical standards in instructional supervision demands prioritizing fairness, objectivity, confidentiality and transparency in evaluating teachers ensuring all educators are treated with respect and professionalism, (Ololube2017). Implicit in clinical supervision is ethical acumen, practice, modeling teaching and adherence to multiple ethical principles and codes which specifically call for respect, integrity, doing no harm, competence confidentiality and not engaging multiple relationship that may cause harm,(Archigbong, 2012).The building block of supervision lies on the approach that expands on the idea that supervision is a context for developing effective teaching and learning and enhancing professional development. As a supervisor one should take time to reflect on three building blocks of a reflective supervision which



are reflection, collaboration and regularity and carefully integrate them into his or her supervisory practices. Yunos, Kotirde and Hassan (2019) stated that supervision of instruction is associated with making adequate provision for all resources and conditions that are essential for effective learning through effective teaching which are directed towards improving the growth of both the teachers and students. During instructional supervision, the school administrator who this responsibility lies on his shoulder must establish a cordial work relationship with the teachers and inculcate in them a positive approach, towards ensuring diligence in carrying out their classroom instructional responsibilities. The primary Objective of instructional supervision is to aid teacher become self directive by helping, advising and directing the teacher to discover their areas of strength as well as weakness and assist them through the best approach to solve their career challenges. Ethical standard in instructional supervision focuses on upholding and maintaining the best strategies that foster personnel self-development, actualization and self-growth which are the vital instrument for national development because manpower development is a contributing factor to National development. In consonance to this, Effiong, (2018), maintained that the philosophy underlying instructional supervision spring out from the fact that all human beings especially those in Educational industry possess talents in different dimensions, teachers are endowed with unique talents, potentialities, and capacities that needed to be guided through effective supervision so as to fast track adequate exploration of these teachers' talents in the classrooms.

It is pertinent to note that the improvement in any activity especially teaching and learning situation should be on a periodic scrutiny, criticism clarifications, verification and justification of the existing activities. As our people usually say, if one do not look oneself up in a mirror on waking up in the morning, one may be parading the streets with crusted saliva by the corners of her mouth unknowingly but to the shame of her friends and admirers. Therefore, supervision exercises serve as your mirror for measuring how far your achievements are, from your set goals through your performance, with a view of taking remedial actions. Instructional supervision is an important and indeed indispensable directorial or supportive administrative function, and the quality of supervisory role played by the school supervisory officials, in collaboration with the school principal, goes a long way to determine how effective and successful the implementation of school curriculum becomes, (Cenas, 2017). This is because the heart beat of supervision of instruction lies on the improvement of instruction (teaching and learning) and school effectiveness, and other series of activities carried out in schools with the purpose of making teaching and learning more result oriented.

In the same vein, Dikeogu and Eric (2019) posited that quality Education does not occur miraculously but can be achieved through a continuous improved effort of school administrators which should focus on qualitative instructional supervision. In years back, stakeholders in Afikpo education zone have frowned over the incessant poor teaching delivery of teachers in classrooms and the unserious attitude of the student towards school attendance which may have occur as a result the fact that ethical standard in instructional supervision has been compromised in Afikpo secondary education zone. This factor therefore necessitated the researchers' decision to explore the ethical standard in school supervision of instruction in Afikpo Education Zone of Ebonyi State.

Statement of the problem

The observable cases of ineffective instructional supervision in Afikpo education zone of Ebonyi state has been a worrisome experience over the years, this fact might be that there is a very long gap existing between supervisory officials and classroom teachers regarding instructional supervision. Consequently, there has been a deafening alarm over the steady decline in teachers' instructional task performance and academic achievement of students, which may have depicts non realization of qualitative education in Afikpo education zone of Ebonyi State. In spite of the societal demands for quality control in public secondary school, there has been a growing concern over the actualization of secondary education objectives due to doubt that many school administrators give little or no attention to ethical standard in school instructional supervision. Furthermore, it has been observed that the result of certificates obtained by public secondary school students in the WAEC and NECO examinations are

criticized with the belief that they are gotten through examination malpractices or forgery that do crop up as a result of ineffective supervision of instruction.

Many secondary school principals and supervisory officials from the ministry of education who are expected to play an efficient supervisory role to these students seem to ignore this call to duty. This may be due to lack of competence or knowledge of the usefulness of instructional supervision towards efficient school production.

In the same vein, observation of the researcher showed that most school administrators (principals) in Afikpo Secondary Education Zone are experiencing many difficulties in carrying out instructional supervisory functions. In addition, the researcher has also observed with dismay that one of the glaring problem facing today's effective actualization of secondary schools goals in Afikpo Education Zone of Ebonyi state Nigeria is inability of the school supervisory official to maintain the ethical standard in school instructional supervision, such as prioritizing fairness, objective criticism, confidentiality and transparency. Evidence abound that ineffective supervision of instruction by school administrators has in recent time jeopardizes effective instructional delivery system of many public secondary school in the study area and it is on this note that this study investigated the ethical standard in school supervision of instruction in Afikpo secondary education zone of Ebonyi state.

Purpose of the Study

The general purpose of this study was to investigate ethical standard in school supervision of instruction in public secondary schools in Afikpo education zone of Ebonyi State. Specifically, the study was designed

1. Determine the extent to which principals adopt ethical standard in supervision of instruction in public secondary schools in Afikpo education zone of Ebonyi State.
2. Examine the extent to which ethical standard in supervision of instruction adopted by principals can improve instructional delivery in public secondary school in Afikpo education zone of Ebonyi State.

Research questions

The following research questions guided the study

1. To what extent is ethical standard of instruction supervision adopted by principals in public secondary schools in Afikpo Education zone of Ebonyi State?
2. To what extent do ethical standard in instructional supervision adopted by principals improve lesson delivery in public secondary schools in Afikpo Education Zone of Ebonyi State?

Hypotheses

H0₁: 1. There is no significant difference in the mean response of urban and rural teachers on the extent to which principals adopt ethical standard of supervision of instruction in public secondary schools in Afikpo Education Zone of Ebonyi State.

H0₂: There is no significant difference in the mean rating of urban and rural secondary school teachers on the extent to which ethical standard in instructional supervision adopted by principals improve lesson delivery in public secondary schools in Afikpo Education Zone of Ebonyi State.

Literature Review

Theoretically, this study is anchored on theory X, propounded by Douglas McGregor. (1906-1964) with the basic assumption that average human beings have inherent dislike for carrying out their job specification and will avoid it if possible and due to such avoidance or dislike for work, workers need to be controlled directed and be forced and threatened with punishment to ginger them to put forth adequate effort needed in order to achieve the stated goals of the organization. This theory also holds the view that human beings wishes to avoid responsibilities at all cost, have relatively little ambition and want security. Mcgregors' outlined assumptions covered both industrial or organizational sectors as well as school environment. This theory therefore becomes relevant to this study because it

emphasized on the need for the philosophy of effective supervision, direction and control of all human activities in an organization for quality assurance and goal attainment. This theory has implication for this study because it aids the school principals to adopt ethical standard of supervision of instruction in their various schools for effective school operation without being discouraged or biased.

Methodology

The study adopted a descriptive survey research design, and the population of the study comprised eight (82) public secondary schools in Afikpo education zone of Ebonyi state. The distribution of the population among the five local government area are as follows; 9 public secondary schools in Ivo local government, 24 public secondary schools in Afikpo North local government. 15 public secondary schools in AfikpoSouth local government, 16 public secondary schools in Ohaozaralocal government area and 18 public secondary schools in Onichalocal government area, making the totality of 82 public secondary schools in Afikpo Education Zone of the State. The sample size of the study comprised 264 respondents drawn from the 1057 teachers in public secondary schools from the 5 local government areas, that made up the entire population for the study, using Yaro Yamane formular with indefinite population. The instrument for data collection was a self developed questionnaire titled “Ethical standard in school supervision of instruction questionnaire (ESSS1Q)”, structured on a four point rating scale with the response options of; very high extent (VHE) High extent (HE) Low Extent (LE) and Very Low Extent (VLE).

The face and content validity of the instrument was established by three experts two (2) from the department of Education Administration and management and one expert from the measurement and evaluation unit of the science education department all from the faculty of Education, Ebonyi State University Abakaliki,

The reliability of the instrument (internal consistency) was established using Cronbach Alpha statistical procedure; this was done using 30 public secondary schools in Abakaliki education zone which is out from the study area, and the result of this exercise yielded a reliability index of 0.89 which is high enough to consider the instrument suitable for the study. The copies of the questionnaire were personally administered and retrieved by the researcher.

Data collected were analyzed using mean and standard deviation, why t-test statistics of independent variable was used to test the null hypothesis at 0.05 alpha level of significant. Decision rule was based on the response below;

Very High Extent – 3.5- 4.0

High Extent - 2.5 - 3.49

Low Extent - 1.5 – 2.49

Very Low Extent – 0 – 1.49

Results and Findings

Research Question 1

To what extent is ethical standard in supervision of instruction adopted by principal in public secondary schools in Afikpo Education Zone of Ebonyi State?

Table 1: Mean and Standard Deviation on the extent to which ethical standard in supervision of instruction is adopted by principal in public secondary schools in Afikpo Education Zone of Ebonyi State

S/N	Items Statement	N	$\bar{X}$	SD	Decision
1	Principals develop a clear vision for instructional excellence and communicate same to teachers.	221	2.51	0.69	HE
2	Principals set high standard for teaching and ensure that teachers understand what is expected from them	221	2.07	0.61	LE
3	Principals prioritizes fairness in their supervisory functions.	221	2.00	0.39	LE
4	Principals employ objective criticism of teachers during instructional supervision	221	2.53	0.57	HE



5	Principals employ confidential principles while carrying out instructional supervision	221	1.61	0.48	LE
6	Principals assist teachers to identify their areas of strength and weakness and encourage them to overcome their fears and grow	221	1.69	0.46	LE
7	Principals foster the culture of trust, respect and effective communication among teachers and students through instructional supervision.	221	2.77	0.57	HE
8	Principals develop a suitable strategy for providing guidance and corrective measures during supervision of instruction	221	3.00	0.39	HE
9	Principals do ensure that teachers keep appropriate records of students academic date	221	2.24	0.53	LE
10	Principals do play mentorship role during their instructional supervisory activities.	221	2.22	0.47	LE
Grand mean (x) –			2.26	0.516	LE

The results of data analysis presented in Table 1 revealed that the respondents on items 2, 3, 5, 6, 9 and 10 with mean scores of 22.07, 2.00, 1.61, 1.69, 2.24 and 2.22 with standard deviation of 0.61, 0.39, 0.48, 0.46, 0.53 and 0.47 respectively, indicated that principals to a low extent, set high standard for teaching and ensure that teachers understand what is expected from them, prioritizes fairness in their supervisory functions, employ confidential principles while carrying out instructional supervision, principals assist teachers to identify their areas of strength and weakness and encourage them to overcome their fears and grow, ensure that teachers keep appropriate records of students' academic date and that principals do play mentorship role during their instructional supervisory activities. While item 1, 2, 7 and 4 recorded high extent with a mean score of 2.51, 2.53, 2.77 and 3.00. Based on this, the overall mean value for the cluster is 2.26 which is between 1.50 and 2.49 and shows a low extent, and this is an indication that principal in public secondary schools in Afikpo education zone adopt ethical standard is school supervision of instruction to a low extent.

Research Question 2

To what Extent do Principals adoption of ethical Standard in Supervision of Instruction Improve Lesson Delivery in Public Secondary Schools in Afikpo Education Zone of Ebonyi State?

Table 2. Mean ratings and standard deviation scores of respondents on the extent to which ethical standard in supervision of instruction improves lesson delivery.

S/N	Items Statement	N	$\bar{X}$	SD	Decision
11	Ethical standard in supervision of instruction enhances quality lesson deliver	221	2.23	0.42	LE
12	Enhances teachers classroom instructional performance.	221	2.78	0.78	HE
13	Facilitates classroom organization and management	221	2.23	0.42	LE
14	Encourages teachers efficiency and talent development,	221	2.23	0.57	LE
15	Facilitates professional growth of teachers that enable effective instructional delivery	221	2.50	0.46	HE
16	Students learn better and perform excellently in both internal and external examination	221	2.15	0.36	LE
17	Student exhibit positive attitude towards teaching and learning	221	2.23	0.42	LE
18	Suitable teaching method that facilitate active student involvement are employed	221	2.55	0.76	HE
19	makes teaching and learning interesting and captivating.	221	2.15	0.36	LE
20	Enhances a conducive learning environment that support active instructional activities	221	2.07	0.47	LE
Grand mean (x) –			2.08	0.50	

The result of data analysis presented in Table 2 revealed that items 11, 13, 14, 16, 17, 19 and 20 which are on how ethical standard in supervision of instruction adopted by principals enhance quality lesson deliver, facilitates classroom organization and management, encourages teachers efficiency and talent development, students learn better and perform excellently in both internal and external examination, student exhibit positive attitude towards teaching and learning, makes teaching and learning interesting and captivating and enhances a conducive learning environment that support active instructional activities had mean scores 2.23, 2.23, 2.23, 2.15, 2.23, 2.15 and 2.07 with a standard deviation of scores of 0.42, 0.42, 0.43, 0.36, 0.43, 0.36 and 0.47 respectively indicated a low extent. While items 12, 15 and 18 with a mean scores of 2.78, 2.50, 2.55 recorded high extent. In all, the indications showed that the means value for the cluster is 2.08 which is between 1.50 and 2.49 and corresponded to a Low Extent.

Hypotheses

H0₁: 1. There is no significant difference in the mean response of urban and rural teachers on the extent to which principals adopt ethical standard of supervision of instruction in public secondary schools in Afikpo Education Zone of Ebonyi State.

Table 3: t-test of difference in the mean responses of urban and rural teachers on the extent to which principals adopt ethical standard of supervision of instruction in public secondary schools in Afikpo Education Zone of Ebonyi State.

Items	Location	N	Mean	SD	df	t	P-Value	Decision
1.	Urban	112	1.93	0.61	219	0.35	0.719	Not Significant
	Rural	109	1.90	0.61				
2.	Urban	112	2.10	0.62	219	0.73	0.116	Not Significant
	Rural	109	2.04	0.61				
3.	Urban	112	2.02	0.39	219	1.02	0.211	Not Significant
	Rural	109	1.97	0.39				
4.	Urban	112	2.18	0.52	219	1.13	0.459	Not Significant
	Rural	109	2.27	0.62				
5.	Urban	112	1.62	0.48	219	0.29	0.128	Not Significant
	Rural	109	1.60	0.49				
6.	Urban	112	1.71	0.45	219	0.71	0.459	Not Significant
	Rural	109	1.66	0.47				
7.	Urban	112	2.08	0.50	219	0.10	0.061	Not Significant
	Rural	109	2.07	0.44				
8	Urban	112	2.08	0.50	219	0.10	0.644	Not Significant
	Rural	109	2.07	0.44				
9	Urban	112	2.08	0.50	219	0.10	0.565	Not Significant
	Rural	109	2.07	0.44				
10	Urban	112	2.08	0.50	219	0.10	0.308	Not Significant
	Rural	109	2.07	0.44				

Result on Table 3 revealed that the difference between the mean ratings of urban and rural teachers response on the extent to which principals adopt ethical standard of supervision of instruction in public secondary schools in Afikpo Education Zone of Ebonyi State is not significant. This indicates that there is no significant difference in the mean response of urban and rural teachers on the extent to which principals adopt ethical standard of supervision of instruction in public secondary schools. Hence, the hypothesis is not rejected.

H0₂: There is no significant difference in the mean rating of urban and rural secondary school teachers on the extent to which ethical standard in instructional supervision improve lesson delivery in public secondary schools in Afikpo Education Zone of Ebonyi State.

Table 4:t-test of difference in the mean responses of urban and rural secondary school teachers on the extent to which ethical standard in instructional supervision improve lesson delivery in public secondary schools in Afikpo Education Zone of Ebonyi State.

Items	Location	N	Mean	SD	df	t	P-Value	Decision
11	Urban	112	2.16	0.50	219	1.60	0.061	Not Significant
	Rural	109	2.29	0.64				
12	Urban	112	2.08	0.63	219	0.30	0.644	Not Significant
	Rural	109	2.06	0.59				
13	Urban	112	1.83	0.51	219	0.19	0.565	Not Significant
	Rural	109	1.85	0.55				
14	Urban	112	2.16	0.36	219	0.28	0.308	Not Significant
	Rural	109	2.14	0.35				
15	Urban	112	2.09	0.48	219	0.67	0.339	Not Significant
	Rural	109	2.05	0.46				
16	Urban	112	2.24	0.68	219	0.22	0.295	Not Significant
	Rural	109	2.22	0.71				
17	Urban	112	3.02	0.39	219	1.02	0.076	Not Significant
	Rural	109	2.97	0.39				
18	Urban	112	2.83	0.51	219	0.19	0.662	Not Significant
	Rural	109	2.85	0.55				
19	Urban	112	2.93	0.50	219	0.45	0.128	Not Significant
	Rural	109	2.90	0.44				
20	Urban	112	2.07	0.43	219	0.17	0.548	Not Significant
	Rural	109	2.08	0.51				

Table 4 revealed that the difference between the mean ratings of urban and rural teachers' response on the extent to which ethical standard in instructional supervision adopted by principals improve lesson delivery in public secondary schools in Afikpo Education Zone of Ebonyi State is not significant. This indicates that there is no significant difference in the mean response of urban and rural teachers on the extent to which ethical standard in instructional supervision adopted by principals improve lesson delivery in public secondary schools. Hence, the hypothesis is not rejected.

Discussion of Findings

The result of research question one'table 1 showed that ethical standard in supervision of instruction, such as principals developing a clear vision for instructional excellence, employing objective criticism during supervision,fostering a culture of trust, respect and effective communication, developing a suitable strategy for providing guidance and corrective measures during instructional supervision were adopted by the principals in a high extent while other items such asensuring that teachers understand what is expected of them, prioritizing fairness,employing confidentiality,assisting teachers to identify their areas of strength and weakness, encouraging teachers to overcome their fears,ensuring accurate record keeping, and playing the role of mentorship werein low extent level. This finding is in line with Ayeni(2012) who submitted that public secondary school principal neglect instructional supervisory roles in Ondo state , which made the external supervisory officials from the ministry to discredit some of them in several occasion.This finding is in contrast to that of Nwankwo 2014 who posited that majority of public school principals exhibit positive attitude towards maintaining effective supervision of instruction, stressing that instructional supervision is one of the administrative function that the school administrators in Onueke Education zone sees as the number one priority



because of its vital contribution to effective delivery of instruction. In order to consolidate the above discussion, it becomes safe to say that adoption of ethical standard in instructional supervision by principals in public secondary schools in Afikpo education zone is crucial for the attainment of goal in which the schools were established because ethical standard if adopt to a reasonable extent in supervision of instruction will enable the teachers understand their areas of weakness and persuade them to improve on those areas.

The result of the study in table2 showed that the extent to which principals in public secondary schools in Afikpo education zone of Ebonyi state enhances lesson delivery in a low extent, this is because the mean score of 2.08 and SD of 0.50 revealed that the level of ethical standard adoption by principal regarding instructional supervision is low, meaning that a lot of work need to be done so as to increase the level in which principals adopt these measures that facilitate effective teaching and learning. This finding is in agreement with that of Nwebi (2024), who observed that principals in public secondary schools in Ebonyi education zone of Ebonyi state pay little attention to effective supervision of instruction especially those principals whose schools are located in remote areas that are sometimes difficult to gain access to, by external supervisors. The implication of this finding is that quality instructional supervision which is anchored on ethical standard has been compromised due to the fact that principals do neglect this important aspect of their administrative functions. This revelation is not in consensus with Adeogun(2013), who established that principals through qualitative supervision of instruction ensure that things are done in classroom in line with established standards. It is on this regard that it becomes clear that enormous improvement needed by principal of public secondary school in Afikpo education zone of Ebonyi state in order to boost the quality of supervision of instructional to ensure consistency regarding the application of ethical standard to enhance excellent classroom performance of teachers and academic success of our children at this level of schooling.

Conclusion

Based on the findings of this Study, it was concluded that the application of ethical standard in supervision of instruction were overlooked by principals in public secondary schools in Afikpo Education zone of Ebonyi State. This act has affected the enhancement of instructional delivery of teachers, jeopardizes teachers professional growth and have reduced students academic achievement to a low standard. Therefore, for teaching and learning to be effective here, principals must adopt these measures of ethical standard while executing their administrative functions so as to enable teachers employ suitable methods of teaching that will make instructional activities interesting and captivating.

Recommendations

The following recommendations are derivable from the findings of the study:

1. Principal should be given orientation on the values of adopting ethical standard in supervision of instruction in their various schools.
2. Appointment of principals should be done strictly based on merit and competence for the successful actualization of quality control in public secondary schools.
3. Government should be organizing in-service training and workshops periodically to educate both principals and teachers on best approaches to instructional supervision.

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