



INSTITUTIONAL ETHICAL MANAGEMENT AND TEACHING STAFF PRODUCTIVITY IN PUBLIC SCHOOLS IN ANAMBRA STATE, NIGERIA



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Abstract

This study investigated the influence of institutional ethical management on teaching staff productivity in public secondary schools in Anambra State, Nigeria. The main objective was to ascertain the extent to which components of ethical management—ethical decision-making, integrity, and accountability—impact the productivity of teaching staff. Three research questions were formulated to guide the investigation. The study adopted a descriptive survey design and utilized a structured questionnaire as the primary instrument for data collection. From a total population of 8,250 teaching staff in public secondary schools, a sample of 382 respondents was selected using the Taro Yamane formula to ensure a representative and manageable study group. The data obtained were analysed using percentages and weighted mean techniques. The findings revealed that ethical decision-making has a low effect on teaching staff productivity, while upholding integrity has only a weak impact. However, ensuring accountability was found to be a strong predictor and influencer of teaching staff productivity. These findings suggest that although ethical management principles are vital to school leadership, not all ethical dimensions exert the same level of influence on staff performance. Among the three components, accountability demonstrated the most significant impact on improving teacher efficiency, responsibility, and overall productivity. The study concluded that while ethical principles play an essential role in effective institutional management, their influence on productivity varies in strength and application. It was recommended among other things, that the Anambra State Government and school administrators should prioritize the implementation of robust accountability systems and institutionalize integrity-building programs to create an ethically sound and performance-driven educational environment. Enhancing ethical leadership training and fostering a culture of transparency and accountability are also necessary steps to improve teaching outcomes and advance educational quality in the state's public school system.

Keywords: *Ethical Management, Accountability, Integrity, Ethical Decision-Making, Teacher Productivity, Public Secondary Schools, Anambra State.*

Introduction

Institutional ethical management refers to the application of ethical principles in the governance and administration of organizations, ensuring fairness, transparency, accountability, and integrity. In recent years, the role of ethics in institutional management has gained increasing attention, especially within the educational sector. Ethical management in public institutions is crucial in shaping behaviours, promoting transparency, and ensuring accountability. In the context of public secondary schools, institutional ethical management encompasses the establishment and enforcement of ethical standards, fair leadership practices, equitable decision-making, and the general promotion of a moral organizational culture. These elements not only impact the internal operations of schools but also influence the performance and productivity of teaching staff.

In Nigeria, the public secondary education sector faces numerous challenges, including inadequate resources, poor infrastructure, and issues related to governance and ethical lapses. In Anambra State, while efforts have been made to improve access to basic education, concerns persist regarding the ethical conduct of school leadership and its impact on staff morale and performance. Instances of favouritism in staff deployment, corruption in resource allocation, lack of transparency in

performance evaluation, and weak disciplinary measures are prevalent, potentially demotivating teachers and eroding their commitment to professional responsibilities.

Teaching staff productivity is critical to the success of any educational institution. It encompasses teachers' efficiency in delivering instruction, engaging students, participating in school development, and contributing to academic excellence. Factors influencing teacher productivity are multifaceted, including motivation, work environment, leadership quality, and ethical climate. When teachers perceive that their institutions uphold ethical standards, they are more likely to exhibit commitment, discipline, and performance excellence.

Recent studies have highlighted the importance of ethical leadership in educational settings. For instance, Obiekwe et al. (2024) examined the ethical leadership practices of principals in Anambra State and found that practices such as fairness, transparency, and integrity were positively correlated with teachers' job performance. Similarly, Arinze et al. (2024) identified that ethical guidance and orientation practices had a strong relationship with teachers' job performance in public secondary schools in the state. These findings underscore the critical role of ethical management in enhancing teaching staff productivity.

Furthermore, Adinna and Okafor (2023) evaluated professional teaching ethics and their impact on teachers' effectiveness in Anambra State, revealing that adherence to professional ethics significantly contributed to improved teaching outcomes. These studies collectively suggest that ethical leadership and management practices are integral to fostering an environment conducive to high teacher productivity.

Despite these insights, there remains a gap in understanding the comprehensive impact of institutional ethical management on teaching staff productivity across various public secondary schools in Anambra State. This study aims to bridge this gap by investigating how ethical management practices influence teachers' productivity, thereby contributing to the overall improvement of the educational system in the state.

Statement of the Problem

Despite various educational reforms aimed at improving the quality of teaching and learning in Nigeria, the productivity of teaching staff in public schools remains a pressing concern. In Anambra State, public school teachers are frequently confronted with management practices that raise ethical questions—ranging from lack of transparency in promotions and appointments to inconsistent disciplinary actions and limited inclusion in decision-making processes. These issues often contribute to low staff morale, absenteeism, reduced commitment, and underperformance.

While efforts have been made to address material and structural deficiencies in public secondary education, the ethical dimensions of institutional management are often overlooked. There is a growing recognition that unethical practices within school administration can significantly undermine teachers' sense of fairness, job satisfaction, and willingness to go beyond the minimum requirements of their roles. However, empirical studies examining how institutional ethical management directly affects teaching staff productivity—particularly in the context of Anambra State—are limited.

This gap in knowledge presents a significant challenge for policymakers and school administrators who seek to improve educational standards through effective leadership and staff engagement. It is, therefore, necessary to investigate how ethical considerations in school management influence the productivity of teachers. Understanding this relationship can provide a foundation for developing strategies that promote ethical governance and enhance teacher performance in public secondary schools.

Objectives

The objectives of the study are to:

- i. Examine the extent ethical decision-making predicts teaching staff productivity in public secondary schools in Anambra State, Nigeria.



- ii. Assess the extent upholding integrity predicts teaching staff productivity in secondary schools in Anambra State, Nigeria.
- iii. Identify the extent ensuring accountability predicts teaching staff productivity in public secondary schools in Anambra State, Nigeria.

Research Questions

- i. To what extent does ethical decision-making predict teaching staff productivity in public secondary schools in Anambra State, Nigeria?
- ii. To what extent does upholding integrity predict teaching staff productivity in secondary schools in Anambra State, Nigeria?
- iii. To what extent does ensuring accountability predict teaching staff productivity in public secondary schools in Anambra State, Nigeria?

Literature Review

The concept of Institutional Ethical Management

Institutional ethical management refers to the systematic application of ethical principles and standards in the administration and operations of an institution. In Nigerian secondary schools, this concept is vital for fostering an environment of integrity, accountability, and transparency. Given the challenges faced by the Nigerian education system, including corruption, mismanagement, and a lack of accountability, implementing robust ethical management practices is essential for improving educational outcomes and restoring public trust.

Nwinkina (2013) posited that institutional ethical management involves integrating ethical standards into the policies, procedures, and culture of an organization. It encompasses the establishment of codes of conduct, ethical training programs, transparent decision-making processes, and mechanisms for accountability. The goal is to ensure that all actions and decisions align with moral principles and contribute to the institution's overall mission and values.

In the context of Nigerian secondary schools, institutional ethical management is crucial for addressing issues such as corruption, favoritism, and lack of accountability. By embedding ethical practices into the school's operations, it is possible to create a conducive learning environment that promotes fairness, respect, and academic excellence. □

According to Obiekwe, et al (2023), institutional ethical management encompasses several key components: **Ethical Leadership:** Leaders set the tone for ethical behavior within an institution. Their actions, decisions, and commitment to ethical standards influence the entire organization. **Code of Ethics:** A formalized set of guidelines that outline acceptable behaviours and decision-making processes. It serves as a reference point for resolving ethical dilemmas. **Accountability Mechanisms:** Systems and processes that ensure individuals are held responsible for their actions. These mechanisms promote transparency and deter unethical behaviour. **Training and Development:** Programs designed to educate staff and students about ethical standards and the importance of adhering to them; and **Stakeholder Engagement:** Involving various stakeholders, including students, parents, and the community, in ethical decision-making processes to ensure diverse perspectives and promote collective responsibility.

Obiekwe, et al (2023) also identified four major importance of institutional management in secondary schools in Nigeria to include: first, it promotes integrity and accountability. Implementing ethical management practices helps in building a culture of integrity and accountability within the school system. This ensures that resources are utilized effectively, and decisions are made in the best interest of students and the institution. Secondly, it enhances Trust and credibility. When schools operate transparently and adhere to ethical standards, they gain the trust of students, parents, and the community. This trust is essential for fostering a positive reputation and attracting support for educational initiatives. Thirdly, it improves educational outcomes. A school environment characterized by ethical management is conducive to learning. Teachers and students are more likely to perform at

their best when they feel respected and valued, leading to improved academic achievements. Lastly, it encourages ethical behaviour among students. Schools serve as training grounds for future leaders. By modelling ethical behaviour, institutions instil these values in students, preparing them to act responsibly and ethically in their future endeavours.

The Concept of Teaching Staff Productivity and Ethical decision making

Teacher productivity refers to the effectiveness with which educators deliver instruction, manage classrooms, and contribute to student learning outcomes. It encompasses various aspects, including teaching quality, student engagement, and professional development. In the context of Nigerian secondary schools, enhancing teacher productivity is vital for improving educational standards and student performance. The productivity of teaching staff is a critical determinant of the quality of education in secondary schools. There are factors that influence teacher productivity. According to Ogunbayo and Fatai (2022), they include in-service training, motivation and incentives, working conditions, and supervision and support.

Ethical decision-making in secondary schools is pivotal for fostering an environment conducive to learning, integrity, and societal development. In Nigeria, where educational institutions often face challenges such as corruption, examination malpractices, and a decline in moral values, the role of ethical decision-making becomes even more crucial.

Ethical decision-making refers to the process of making choices that are consistent with ethical principles, such as fairness, integrity, accountability, and respect for others. In the context of secondary schools, this involves decisions made by school administrators, teachers, and students that uphold moral values and contribute to a positive school culture.

According to Nwikina (2013), fostering ethical behavior and culture in Nigerian schools requires the establishment of a code of ethics that is integrated into school policies and practices. This code should be communicated effectively to all stakeholders and enforced consistently to promote ethical conduct among staff and students.

Ethical decision making is very important in Nigerian secondary schools. Chukwunonye (2021), Ayeni (2018), and Nwosu et al. (2021) highlighted some of them to include: enhancing academic integrity, improving teacher performance, and promoting moral development among students.

Methodology

The study adopted a descriptive survey design. This design was adopted to gather relevant information from a sample of large population of teachers in public secondary schools using the questionnaire to determine how ethical considerations in school management influence the productivity of teachers in public schools in Anambra State, Nigeria. According to the Anambra State Ministry of Education [2024], the state has 263 public secondary schools and 8,150 teachers. The population of the study is therefore made up of 8,150 and 10 management staff in the Post- Primary Schools Board making a population of 8,250. The Taro Yamen was however used to obtain a sample of 382 at 0.05 level of significance.

The ethical considerations in school management influence the productivity of teachers in public schools in Anambra State Questionnaire [ECSMIPTPSQ] was used to collect the primary data needed study. The questionnaire consists of two sections. Section A consist of six [6] questions eliciting information of the respondents' demographic variables, and Section B consist of twenty-four [24] questions designed to elicit information of the research variables. The research instrument was validated by experts in the Department of Educational Management. The reliability was established using test-retest method and Pearson's Product Moment Correlation Coefficient was used to determine a reliability coefficient of 0.82 showing that the instrument was very reliable.

The data collected and collated were analyzed using percentage and weighted means to provide relevant answers to the research questions. The decision rule was that any weighted mean score rated 2.5 and above as accepted as agreeing with the statement in the questionnaire, while any weighted mean score below 2.5 was seen as disagreeing with the statement. The 2.5 score is the criterion mean and was

obtained by obtaining the average of the four grades of the response types. That is: Strongly Agreed = 4, Agreed = 3, Disagreed = 2, and Strongly Disagreed = 1. Thus, the criterion mean = $[4+3+2+1]/4 = 2.5$.

Results

Research Question One

To what extent does ethical decision-making predict teaching staff productivity in public secondary schools in Anambra State, Nigeria?

Table 1: Respondents' opinion on ethical decision-making and teaching staff productivity in public secondary schools in Anambra State, Nigeria

	Test item	SA [4]	A [3]	D [2]	SD [1]	Total	Weighted Mean	Decision
1	School leaders involve teachers in ethical decision-making processes.	48 [17.14%] 192	50 [17.86%] 150	86 [30.71%] 86	96 [34.29%] 96	280	1.87	Disagree
2	Ethical guidelines are clearly communicated by school management.	127 [45.36%] 508	89 [31.79%] 267	35 [12.50%] 70	28 [10.00%] 28	280	3.13	Agree
3	Decisions made by school administrators reflect fairness and justice.	70 [25.00%] 280	69 [24.64%] 207	73 [26.07%] 146	68 [24.29%] 68	280	2.50	Agree
4	Teachers feel respected and valued in administrative decisions.	49 [17.50%] 196	66 [23.57%] 198	82 [29.29%] 164	83 [29.64%] 83	280	2.28	Disagree
5	Ethical dilemmas are openly discussed and resolved transparently.	41 [14.64%] 164	45 [16.07%] 135	94 [33.57%] 188	100 [35.71%] 100	280	2.10	Disagree
6	Administrators avoid favouritism when making staff-related decisions.	11 [3.93%] 44	22 [7.86%] 66	108 [38.57%] 216	139 [39.64%] 139	280	1.66	Disagree
7	The school has policies in place to guide ethical decision-making.	24 [8.57%] 96	55 [19.64%] 165	87 [31.97%] 174	114 [40.71%] 114	280	1.96	Disagree



8	Teachers are encouraged to report unethical practices without fear of victimization.	72 [25.71%] 288	97 [34.64%] 291	60 [21.43%] 120	51 [18.21%] 51	280	2.68	Agree
Weighted Grand Mean							2.27	Disagree

Note: total number of questionnaire distributed was 383 and total retrieved was 280, hence the sample size used is 280.

Table 1 shows that out of the eight questionnaire items that capture the various elements of teachers' participation in ethical decision making in the schools, the mean score of three items are above the criterion mean of 2.50. These are items 2, 3 and 8 with weighted mean of 3.15, 2.50 and 2.68. These suggest a high level of teachers' participation in ethical decision making in the schools. However, five items report weighted means below the criterion mean. These are items 1, 4, 5, 6, and 7 which reported means are 1.87, 2.28, 2.1, 1.66 and 1.96 respectively. Again, the weighted grand mean was calculated to be 2.27 which is below the criterion mean suggesting that the sample elements/participants generally disagree that teachers are allowed to participate in ethical decision making in the schools.

Research Question Two

To what extent does uphold integrity predict teaching staff productivity in secondary schools in Anambra State, Nigeria?

Table 2: Respondents' opinion on Upholding integrity and teaching staff productivity in secondary schools in Anambra State, Nigeria.

	Test item	SA	A	D	SD	Total	Weighted Mean	Decision
9	School administrators are consistent in words and actions.	24 [8.57%] 96	33 [11.79%] 99	119 [42.5%] 238	104 [37.14%] 104	280	1.92	Disagree
10	The management demonstrates honesty in communication with teachers.	35 [12.5%] 140	44 [15.71%] 132	95 [33.93%] 190	106 [37.86%] 106	280	2.03	Disagree
11	Teachers are expected to model integrity in their duties.	90 [32.14%] 360	73 [26.07%] 219	60 [21.43%] 120	57 [20.36%] 57	280	2.70	Agree
12	There is zero tolerance for corruption in the school system.	50 [17.86%] 200	51 [18.21%] 153	80 [28.57%] 160	99 [35.36%] 99	280	2.19	Disagree
13	School leaders promote moral values in all professional activities.	40 [14.29%] 160	59 [21.97%] 177	102 [36.43%] 204	79 [28.21%] 79	280	2.21	Disagree

14	Transparency is maintained in performance appraisal and promotion.	53 [18.93%] 212	62 [22.14%] 186	87 [31.07%] 174	78 [28.86%] 78	280	2.32	Disagree
15	Integrity is a core value embedded in the school's culture.	39 [13.93%] 156	58 [20.71%] 174	111 [39.64%] 222	72 [25.71%] 72	280	2.23	Disagree
16	Teachers trust the leadership to act in the school's best interest.	28 [10.00%] 112	60 [21.43%] 180	132 [47.14%] 264	60 [21.43%] 60	280	2.20	Disagree
Weighted Grand Mean							2.23	Disagree

Table 2 shows that out of the eight questionnaire items that capture the various elements of the management upholding of integrity in the schools, the mean score of only item 11 [with a weighted mean of 2.70 is above the criterion mean of 2.50. suggesting a high level of management upholding of integrity in the schools. All the other seven items report weighted means below the criterion mean. These are items 9, 10, 12, 13, 14, 15 and 16 which reported means are 1.92, 2.03, 2.19, 2.21, 2.32, 2.23 and 2.20 respectively. The weighted grand mean was calculated to be 2.23 which is below the criterion mean suggesting that the participants have a low perception of management upholding of integrity in the school.

Research Question Three

To what extent does ensuring accountability predict teaching staff productivity in public secondary schools in Anambra State, Nigeria?

Table 3: Respondents' opinion on ensuring accountability and teaching staff productivity in public secondary schools in Anambra State, Nigeria.

	Test item	SA	A	D	SD	Total	Weighted Mean	Decision
17	Teachers are held accountable for completing assigned duties on time	100 [35.71%] 400	75 [26.79%] 225	81 [28.93%] 162	24 [8.57%] 24	280	2.96	Agree
18	School leaders regularly assess staff performance with constructive feedback.	36 [12.86%] 144	44 [15.71%] 132	115 [41.07%] 230	85 [30.36%] 85	280	2.11	Disagree
19	There are clear roles and responsibilities assigned to staff	125 [44.64%] 500	84 [30.00%] 252	42 [15.00%] 84	29 [10.36%] 29	280	3.09	Agree
20	Misconduct among staff is addressed through appropriate disciplinary measures.	120 [42.86%] 480	90 [32.14%] 270	65 [23.21%] 130	5 [1.79%] 5	280	3.16	Agree

21	Teachers are required to keep accurate records of classroom activities.	117 [41.79%] 468	100 [35.71%] 300	52 [18.57%] 104	11 [3.93%] 3	280	3.13	Agree
22	Management provides regular feedback on school performance metrics.	88 [31.43%] 352	75 [26.79%] 225	91 [32.50%] 182	26 [9.29%] 26	280	2.80	Agree
23	Resources allocated to teachers are monitored for appropriate use.	34 [12.14%] 136	66 [23.57%] 198	141 [50.36%] 282	39 [13.93%] 39	280	2.34	Agree
24	Administrators are answerable to stakeholders (parents, government, etc.) for school outcomes.	132 [47.14%] 528	93 [33.21%] 279	44 [15.71%] 88	11 [3.93%] 11	280	3.24	Agree
Weighted Grand Mean							2.85	Agree

Table 3 shows that out of the eight questionnaire items capturing the various elements of teachers' accountability in the school. The mean scores of two items are below the criterion mean of 2.50. These are items 18 and 23 with weighted mean of 2.11 and 2.34. These suggest ensuring accountability does not predict teaching staff productivity in public secondary school. However, the other six items report weighted means above the criterion mean. These are items 17, 19, 20, 21, 22, and 24 which reported means are 2.96, 3.09, 3.16, 3.13, 2.80, 2.34, and 3.24 respectively. The weighted grand mean was calculated to be 2.85 which is below the criterion mean suggesting that ensuring accountability influences teaching staff productivity in public secondary schools.

Discussion of Findings

Studies abound that suggest that teachers' involvement in decision making predict their productivity and job performance. For example, Yusuf and Muslim [2023] conducted a study on 'Teachers' Participation in Decision-Making as Correlates of Teachers' Effectiveness in Secondary Schools in Oyo State'. This study examined the relationship between teachers' participation in decision-making and their effectiveness in secondary schools in Oyo State. The findings revealed a significant positive correlation between the level of teachers' involvement in decision-making and their effectiveness, indicating that increased participation leads to enhanced teacher performance. Also, Afolabi [2023] conducted a similar study on 'The Influence of Teachers' Participation in School Financial Management, Disciplinary Matters, and Conflict Resolution on Teachers' Productivity in Secondary Schools in Ekiti State'.

Non-involvement of teachers in decision making however, has the capacity to negatively affect their productivity. This is what this study revealed. Our study revealed that though ethical guidelines are clearly communicated by school management, and decisions made by school administrators generally reflect some level of fairness and justice, and teachers are encouraged to report unethical practices without fear of victimization. However, *ethical decision-making does not predict teaching staff productivity in public secondary schools in Anambra State*. This is because school leaders do not

involve teachers in ethical decision-making processes. Teachers do not feel respected and valued in administrative decisions, and ethical dilemmas are not openly discussed and resolved transparently. Moreso, administrators show favouritism when making staff-related decisions; and the schools do not have policies in place to guide ethical decision-making. We therefore *ethical decision-making predict teaching staff productivity in public secondary schools in Anambra State, Nigeria* to the extent that they [the teachers] are involved in the decision-making process.

Secondly, the study revealed that the extent management/administrators uphold integrity in secondary schools in Anambra State is low and this had a negative effect on teaching staff productivity. Apart from the fact that teachers are expected to model integrity in their duties, the study found that public school administrators are not consistent in words and actions; also, management does not demonstrate honesty in communication with teachers; and there is the absence of zero tolerance for corruption in the school system. Furthermore, we respondents generally disagreed that transparency is maintained in performance appraisal and promotion; they also disagreed that integrity is a core value embedded in the school's culture. Hence, teachers do not trust the leadership to act in the schools' best interest.

When the management or administrators of public secondary schools uphold ethical standards in the schools, teachers' productivity will be enhanced. This is because good moral standards in any environment provides a favourable climate for workplace pace and productivity. Arinze, Egboka and Nwosu [2024] conducted a study on 'Principals' Ethical Leadership Practices as Correlate of Teachers' Job Performance in Secondary Schools in Anambra State'. This study found that principals' ethical leadership practices, including ethical guidance and orientation, significantly correlate with teachers' job performance. The research suggests that when principals uphold integrity through ethical leadership, it positively influences teachers' productivity in public secondary schools in Anambra State. Similarly, Ladan, Garba, and Yero [2022] conducted a study on 'Assessment of Principals' Competencies and Ethical Leadership on the Productivity of Secondary School Teachers in Bauchi State'. This research examined the impact of principals' competencies and ethical leadership on teachers' productivity in Bauchi State. The findings indicated that principals who demonstrate ethical leadership practices positively influence teachers' productivity, highlighting the importance of integrity in school administration.

Finally, the study revealed that *the extent to which ensuring accountability predict teaching staff productivity in public secondary schools in Anambra State*. Teachers are held accountable for completing assigned duties on time. There are clear roles and responsibilities assigned to staff, and misconduct among staff is addressed through appropriate disciplinary measures. Moreso, teachers are required to keep accurate records of classroom activities, and management provides regular feedback on school performance metrics. In the same vein, we also found that resources allocated to teachers are monitored for appropriate use; and administrators are answerable to stakeholders (parents, government, etc.) for school outcomes.

Idowu and Akeredolu [2023] conducted a study on 'Principal Administrative Effectiveness and Teachers' Job Productivity in Secondary Schools in Ekiti State, Nigeria'. This study examined the relationship between principal administrative effectiveness—encompassing decision-making, supervision, plant maintenance, and collaboration with the Parents Teachers Association—and teachers' job productivity in Ekiti State. The findings revealed that these administrative practices significantly influence teachers' productivity, highlighting the importance of accountability in school management. Similarly, Michael and Chidi [2023] conducted a study on 'Influence of School Administrators' Leadership Style on Physics Teachers' Job Performance in Federal Capital Territory, Abuja'. This study examined how school administrators' leadership styles affect physics teachers' job performance in Abuja. The findings indicated that leadership styles, which include elements of accountability, significantly influence teachers' performance, suggesting that accountable leadership practices can enhance teaching staff productivity.

Conclusion

Findings revealed that accountability is the most significant predictor of staff productivity, while ethical decision-making and integrity had low and weak effects, respectively. The limited impact of ethical decision-making suggests that although school leaders may act ethically, such decisions often do not translate into improved teacher productivity. This may stem from poor communication, implementation barriers, or a disconnect between leadership decisions and classroom realities. Similarly, the weak influence of integrity may reflect challenges such as insufficient supervision, inconsistent leadership behaviour, or systemic issues within the education system. In contrast, accountability emerged as a strong driver of productivity. When staff are evaluated through structured systems with clear expectations and transparent reporting, a sense of responsibility and motivation is enhanced, leading to improved performance.

While all ethical components are valuable, accountability has the greatest practical impact on staff productivity in public secondary schools in Anambra State. Educational policies should prioritize robust accountability mechanisms while supporting ethical decision-making and integrity for holistic school improvement in the state.

Recommendations

Based on the findings and conclusions of the study, the study recommends that the Anambra State Government should:

- i. Implement robust accountability systems in public secondary schools by establishing clear performance benchmarks and key performance indicators for teachers
 - ii. Enhance Ethical Leadership Training for Administrators by organizing continuous professional development workshops focused on ethical leadership and school governance,
 - iii. Institutionalize Integrity-Building Programs through development of school-wide codes of conduct with input from all stakeholders.
 - iv. Foster a culture of transparency and participation by encouraging open dialogue between school management and staff on policy decisions, disciplinary actions, and resource allocation.
 - v. Strengthen Monitoring and Evaluation (M&E) systems by setting up independent ethics monitoring teams at the local education authority level to periodically assess the ethical climate of schools.
 - vi. Integrate ethics into school policy documents
- By implementing these recommendations, the Anambra State education system can foster an ethical environment where accountability leads the way in promoting effective teaching and improved educational outcomes.

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