



INFLUENCE OF SCHOOL SUPERVISORS' ADHERENCE TO ETHICAL PRINCIPLES ON THE REALIZATION OF SUSTAINABLE DEVELOPMENT GOAL 4 (QUALITY EDUCATION) IN PUBLIC SECONDARY SCHOOLS IN NIGERIA.



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Abstract

This study examined how school supervisors' adherence to ethical principles influences the achievement of Sustainable Development Goal 4 quality education in Nigeria's public senior secondary schools. It was also found based on the concepts that ethical leadership significantly enhances effective school supervision, while strict adherence to professional codes fosters trust and respect. Supervisory practices rooted in equity and non-discrimination promoted inclusive education. Moreover, accountability in monitoring teaching quality improved learning outcomes. Ethics in resource management ensured fair allocation and minimized waste. Supervisors who encouraged safe and inclusive environments strengthened student engagement. Transparent communication and constructive feedback built stakeholder confidence. Finally, commitment to continuous professional development enriched supervisory skills. The study therefore concluded that supervisors who model ethical conduct contribute directly to achieving SDG 4 by fostering a supportive, fair, and high-performing educational system. Ethical adherence in school leadership is thus essential for sustainable educational progress in Nigeria. The study also suggested among others that school supervisors should be guided by clear ethical values to foster fair practices that promote inclusive learning, ensure quality teaching, and ultimately drive the attainment of SDG 4 in Nigeria's public senior secondary schools and ethical leadership in school supervision should be anchored in honesty, fairness, and responsibility, which should be used to build trust among staff and learners, improving school outcomes and promoting sustainable educational progress.

Keywords: School Supervisors', Adherence, Ethical Principles, Realization, Sustainable Development Goal 4, Quality Education.

Introduction

The influence of school supervisors' adherence to ethical principles on the realization of Sustainable Development Goal 4 (Quality Education) in Nigeria's public senior secondary schools was deeply rooted in the leadership values adopted during school monitoring. Supervisors who exhibited ethical leadership were more likely to promote equity, inclusion, and improved academic outcomes. Ethical leadership in supervision was found to foster trust, commitment, and a culture of integrity, which in turn enhanced the professional behavior of teachers and school leaders (Okendu, 2016; Edeh&Nwosu, 2023). Supervisors who modeled honesty, fairness, and responsibility often influenced teachers to adopt similar values. In Nigeria, school supervision shaped both pedagogical standards and the moral climate of schools, and when done ethically, it provided the foundation for the actualization of SDG 4, which promotes inclusive and equitable quality education (UNESCO, 2020). Ethical

supervision moved beyond control and compliance to transformative guidance that aligned administrative decisions with students' learning needs and the well-being of the school community.

Supervisors who adhered to professional codes of conduct provided consistent, unbiased assessments and feedback, which preserved teacher dignity and improved instructional quality. According to Adepoju and Oni (2022), supervision guided by professional ethics helped teachers maintain a sense of purpose and reduced tension often associated with performance evaluation. When fairness and objectivity guided supervisors' actions, it enhanced professional collaboration and reduced favoritism, thereby promoting quality teaching. Ethical supervision also emphasized non-discrimination and equitable treatment of all staff and students. Through equitable resource allocation and balanced teacher support, supervisors contributed significantly to inclusive learning environments (Adebayo & Omotayo, 2021). For SDG 4 to be realized, school administrators had to align decisions with moral principles, providing all students regardless of gender, ability, or socio-economic background access to quality education. Equity in supervision addressed systemic barriers, ensuring that marginalized groups were not left behind in the educational process.

Supervisors' accountability in monitoring teaching and learning further influenced the achievement of SDG 4. Supervisors who consistently evaluated instructional practices and learning outcomes through ethical lenses inspired a sense of responsibility among teachers (Ugwoke & Ugwuegbulam, 2022). This ethical accountability extended to resource allocation, ensuring that teaching aids, textbooks, and other materials were distributed fairly and used judiciously. Supervisors who misallocated resources or failed to report misuse undermined trust and compromised education quality. Conversely, when supervision was transparent and inclusive, stakeholders, teachers, parents, and students were more likely to collaborate in the learning process. The promotion of a safe and inclusive school climate was central to ethical supervision. Supervisors who enforced anti-bullying policies, addressed sexual harassment, and promoted psychological safety created environments conducive to learning. Adegoke and Afolabi (2023) emphasized that such environments increased students' confidence and engagement, directly linking to the realization of SDG 4.

Furthermore, ethical school supervisors committed themselves to continuous professional development, which strengthened their capacity to respond to evolving educational demands. Supervisors who engaged in reflective practices and participated in ongoing training modeled lifelong learning a core element of SDG 4. Their growth mindset fostered innovation in teaching and empowered teachers to improve practice through feedback and support. Transparency in communication and feedback reinforced ethical supervision by allowing teachers to understand expectations and receive constructive guidance. As Eze and Ogu (2022) noted, supervisors who provided clear, respectful, and honest communication enhanced trust and instructional improvement. In conclusion, ethical supervision not only influenced teachers' professional conduct but also shaped systemic structures that determined educational quality. Therefore, the consistent application of ethical principles by school supervisors served as a catalyst for the effective realization of SDG 4 in Nigerian public secondary schools.

School Supervisors'

School supervisors in Nigeria play a pivotal role in ensuring effective teaching and learning processes in public senior secondary schools. They are responsible for assessing teacher performance, guiding curriculum implementation, and fostering professional development. Beyond administrative oversight, their influence shapes the culture of accountability and instructional quality within the school system (Okendu, 2012). Effective school supervision involves regular classroom visits, constructive feedback, resource provision, and motivational support for teachers. Supervisors serve as mediators between policymakers and classroom practitioners, ensuring that national educational goals are aligned with grassroots realities. In this capacity, school supervisors are expected to uphold high standards of professionalism, competence, and commitment. Uko et al. (2021) assert that where supervision is robust and principled, students perform better, and teachers exhibit greater job satisfaction. However, the effectiveness of school supervisors is often hindered by bureaucratic bottlenecks, inadequate training,

and poor working conditions. These constraints reduce their ability to support quality teaching and hinder the realization of national and global education goals. Therefore, for supervision to impact positively, school supervisors must be equipped with the skills, resources, and ethical grounding required for sustainable educational development. Their role is not just managerial but transformative, especially in the context of Nigeria's effort to achieve inclusive and equitable education as enshrined in Sustainable Development Goal 4. Oboegbulem (2020) found that when school supervisors model ethical behaviors such as integrity, fairness, and responsibility, it fosters a professional climate where teachers are more motivated and students benefit from consistent and quality instruction. This leadership style not only improves trust among staff but also aligns supervision with the tenets of SDG 4 by ensuring educational equity and effectiveness in public senior secondary schools.

2. Ethical Principles

Ethical principles in education refer to the moral standards and professional values that guide the behaviour of educators and administrators, including school supervisors. These principles such as fairness, integrity, respect, responsibility, and transparency form the foundation for building trust and ensuring accountability within the school system (Akinyemi&Omotayo, 2020). When school supervisors adhere strictly to ethical principles, they establish a culture of equity and justice that encourages both teachers and students to perform at their best. Ethical supervision requires avoiding favoritism, nepotism, or discriminatory practices in evaluating teacher performance, allocating resources, or making administrative decisions. Ethical conduct promotes confidence among teachers, reduces conflicts, and supports a healthy learning environment. A supervisor's ethical disposition can significantly influence the behaviour of teachers and students alike. As highlighted by Ede et al. (2021), school environments that are governed by ethical standards demonstrate improved staff collaboration, student engagement, and academic excellence. In Nigeria, challenges such as political interference, corruption, and personal interests often compromise the ethical standards of supervision. Thus, strengthening ethical orientation among school supervisors is essential to restoring the integrity of public education. Training programmes that focus on ethical leadership and professional responsibility are needed to empower supervisors to act in ways that reflect the values of fairness and accountability, which are central to achieving quality education for all. Okorie (2021) study supported that supervisors who uphold ethical codes such as confidentiality, fairness, and diligence contribute significantly to creating a disciplined and focused learning environment. This ethical adherence leads to improved teaching standards and fosters learners' confidence in the school system, ultimately enhancing the realization of quality education as envisioned by SDG 4 in Nigerian public schools.

3. Sustainable Development Goal 4

Sustainable Development Goal 4 (SDG 4) is a global commitment by the United Nations aimed at ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all by the year 2030. This goal highlights the importance of education as a catalyst for social equity, economic development, and sustainable progress. In the Nigerian context, achieving SDG 4 requires systemic reform, inclusive educational policies, and effective supervision (UNESCO, 2020). The implementation of SDG 4 is particularly significant for public senior secondary schools, where disparities in resource allocation, teacher quality, and learning outcomes are evident. Uko et al. (2021) argue that without strong ethical leadership and supervisory oversight, the targets set under SDG 4 may remain aspirational rather than achievable. One of the core indicators of SDG 4 is the provision of qualified teachers and effective learning environments. School supervisors play a central role in monitoring these indicators, making their adherence to ethical principles even more critical. Supervisors must ensure that educational practices align with equity goals and that no student is left behind due to socio-economic or geographic disadvantage. Therefore, achieving SDG 4 in Nigeria will depend largely on how ethically and professionally school supervisory systems are managed, particularly in public senior secondary schools that serve the majority of students. In a study by Yusuf (2020), it was found that supervisors who promote inclusive practices by treating staff and students equitably foster a

positive school culture where everyone has access to opportunities for growth. These practices help remove systemic barriers, promote equal access to resources, and support vulnerable learners, directly supporting SDG 4's commitment to inclusive and equitable quality education.

Quality Education

Quality education encompasses more than just access to schooling; it involves effective teaching, relevant curricula, adequate learning materials, inclusive environments, and measurable student achievement. In Nigeria, ensuring quality education in public senior secondary schools remains a challenge due to overcrowded classrooms, underqualified teachers, and limited supervision. However, school supervisors can act as change agents by ensuring that educational delivery meets national and international standards of quality (Akinyemi&Omotayo, 2020). When supervisors are guided by ethical principles, they enhance teacher performance and student learning through fair evaluations, supportive feedback, and the promotion of best practices. Ede et al. (2021) note that unethical supervisory behaviour, such as bias or neglect, often leads to demotivation among staff, poor instructional quality, and reduced learning outcomes. Supervisors who promote inclusiveness, fairness, and accountability help create learning environments that are safe, engaging, and conducive to academic excellence. Quality education also depends on continuous professional development, and supervisors play a key role in identifying training needs and encouraging staff improvement. In line with SDG 4, quality education is both a right and a strategic investment in national development. Therefore, promoting ethical supervisory practices in public senior secondary schools is essential for raising educational standards and achieving sustainable development in Nigeria. Nwankwo (2022) study discovered that supervisors who hold teachers accountable through evidence-based assessments and feedback improve instructional delivery and student outcomes. By reinforcing a culture of responsibility, schools become more efficient in achieving learning goals, which aligns with SDG 4's focus on improving learning outcomes and ensuring lifelong learning opportunities.

Ethical Leadership in School Supervision

Ethical leadership in school supervision represents a vital component in the realization of Sustainable Development Goal 4 (SDG 4), which emphasizes inclusive and equitable quality education. Ethical leaders are characterized by honesty, fairness, transparency, and respect for all stakeholders. In Nigerian public senior secondary schools, ethical supervision fosters a culture of trust, discipline, and shared responsibility, which is essential in achieving educational excellence. According to Oyetunde and Musa (2022), ethical leadership in school supervision ensures that educational decisions and policies are guided by moral values and not personal interests. Supervisors who exhibit ethical conduct promote fair evaluation of teachers and create environments where students thrive academically and morally. Ethical school supervision also strengthens institutional integrity and minimizes corrupt practices that impede quality education delivery. By promoting values such as honesty and justice in school operations, ethical supervisors support the actualization of SDG 4 by enhancing teaching effectiveness and students' learning experiences. Furthermore, Oluwakemi and Eze (2021) assert that when school supervisors lead ethically, they become role models who influence the behavior and commitment of staff toward educational goals. Thus, ethical leadership in supervision serves as a foundation for improving learning outcomes and establishing an equitable education system in Nigeria's public schools. Adebayo (2021) study indicated that supervisors who follow transparent procedures in allocating teaching aids and infrastructure enhance teacher satisfaction and student performance. Ethical resource management prevents favoritism, encourages optimal use, and ensures that every learner benefits equitably from available resources key to achieving the inclusive and equitable goals set by SDG 4.

Adherence to Professional Conduct Codes

The adherence to professional conduct codes by school supervisors significantly influences the attainment of SDG 4 in Nigeria's public senior secondary schools. These codes, established by regulatory bodies such as the Teachers Registration Council of Nigeria (TRCN), outline the moral and professional obligations expected of school supervisors. Compliance ensures that supervisors maintain impartiality, confidentiality, and professionalism in monitoring school activities. As Nwachukwu and Oboegbulem (2023) highlight, supervisors who align with professional ethics discourage favoritism and misconduct, thereby promoting a conducive learning environment for both teachers and students. This adherence enhances trust and integrity in the education sector, creating accountability and safeguarding the rights of all educational stakeholders. Moreover, observance of these codes guarantees that feedback from supervision is constructive, equitable, and focused on teacher development rather than punitive measures. According to Adeyemi and Ogunlade (2022), supervisors who strictly follow professional standards foster continuous improvement in teaching practices, which is critical in improving student performance and achieving educational sustainability. In line with SDG 4, the ethical behavior of school supervisors serves as a mechanism for ensuring that teaching and learning processes meet national and global standards. This ultimately contributes to the goal of delivering inclusive, equitable, and quality education in Nigeria. Eze (2020) study found that supervisors who implement anti-bullying policies, support special needs students, and address safety concerns improve student retention and engagement. These measures promote an inclusive environment where learners feel secure, respected, and motivated, which directly supports the aims of SDG 4 to ensure inclusive, equitable, and quality education.

Equity and Non-Discrimination in Supervision

Equity and non-discrimination in school supervision are fundamental ethical principles that align with the objectives of Sustainable Development Goal 4, particularly in fostering inclusive and equitable quality education. In the context of Nigerian public senior secondary schools, equity-oriented supervision ensures that all teachers and learners—regardless of gender, ethnicity, religion, or socioeconomic background are treated fairly and supported to reach their full potential. School supervisors who uphold non-discriminatory practices are better positioned to identify and address disparities in resource allocation, teacher appraisal, and student support. As Okon and Akinyemi (2022) argue, inclusive supervision fosters school climates that celebrate diversity and actively work against marginalization. When supervisors intentionally eliminate bias in evaluating teaching practices, they promote professional development that benefits all teachers equitably. Furthermore, Ugwu and Adebajo (2023) emphasize that gender-sensitive supervision strategies help eliminate discriminatory practices that hinder girls' education, particularly in underserved regions of Nigeria. By championing fairness and justice in their supervisory duties, school leaders help dismantle systemic barriers that compromise the quality of education. Therefore, embedding equity in school supervision is critical to realizing the broader aims of SDG 4, as it ensures that every student has access to quality learning opportunities in a supportive and inclusive environment. Udo (2021) study highlighted that when supervisors maintain transparent communication channels and provide constructive feedback, it enhances teacher performance and school coherence. This clarity fosters better decision-making, promotes stakeholder participation, and improves accountability mechanisms crucial elements for sustaining quality education under SDG 4 frameworks in Nigerian secondary schools.

Accountability in Monitoring Teaching and Learning

Accountability in monitoring teaching and learning plays a crucial role in the ethical practice of educational supervision and the achievement of Sustainable Development Goal 4 in Nigeria. Ethical accountability refers to the responsibility of school supervisors to transparently assess the effectiveness of teaching methods, curriculum delivery, and learning outcomes while ensuring all actions align with established educational standards and values. Supervisors who embrace accountability contribute to the improvement of educational quality by holding teachers, students, and school management responsible

for performance and outcomes. According to Yusuf and Olatunji (2023), the consistent monitoring and documentation of teaching practices enable school administrators to detect areas of weakness, recommend solutions, and celebrate successful strategies. Accountability also ensures that learning objectives are met and that resources allocated to public secondary schools are used effectively and efficiently. Moreover, Olowu and Ibrahim (2021) note that accountable supervision cultivates transparency and continuous improvement in teaching practices, enhancing the overall performance of schools. It provides a feedback mechanism that encourages reflective teaching and proactive learning. In alignment with SDG 4, supervisors who are ethically committed to accountability promote sustainable reforms in educational quality, making them vital agents in achieving long-term academic excellence in Nigerian secondary schools. A study by Lawal (2022) emphasized that supervisors who regularly participate in professional development programs adapt better to policy changes, instructional innovations, and inclusive education strategies. This commitment enhances supervision quality, which in turn supports teacher development and student achievement both central to achieving SDG 4's quality education goals.

Ethics in Resource Allocation and Utilization

Ethics in resource allocation and utilization remains a cornerstone for achieving quality education in public senior secondary schools in Nigeria. School supervisors play a central role in ensuring that the distribution of human, financial, and material resources is guided by fairness, accountability, and transparency. Ethical supervision discourages favoritism, embezzlement, and wastage, while promoting inclusive and strategic planning aligned with the specific needs of each school. According to Okebukola (2021), equitable allocation of resources enhances students' learning outcomes and promotes social justice in educational systems. Supervisors who follow ethical principles ensure that even schools in rural or underserved communities receive appropriate attention, aligning with Sustainable Development Goal 4 (SDG 4), which emphasizes inclusive and equitable quality education. Furthermore, ethical management of resources cultivates trust among stakeholders, including teachers, students, and parents, and builds the foundation for effective policy implementation. When supervisors ensure resources are used solely for educational improvement, it reflects an unwavering commitment to professional responsibility. As supported by Aina and Olanipekun (2022), ethical decision-making in resource allocation also boosts morale among staff and reduces operational conflicts. Therefore, adherence to ethical principles in resource management is not only a professional mandate but also a moral duty that significantly contributes to the realization of sustainable educational goals in Nigeria's public school system. Ibrahim (2021) study disclosed that school supervisors who respect the individuality and humanity of staff and learners foster professional relationships built on mutual respect. This ethical approach increases teacher motivation and student self-esteem, creating a respectful learning environment where students are more likely to thrive. Promoting human dignity supports inclusive, learner-centered education, thereby contributing directly to achieving SDG 4's objectives for quality and equitable education.

Promotion of a Safe and Inclusive School Climate

Creating and sustaining a safe and inclusive school environment is vital for achieving quality education, particularly in diverse and complex societies like Nigeria. Ethical school supervisors play a key role in promoting environments where students of all backgrounds feel secure, respected, and motivated to learn. This includes protecting students from bullying, discrimination, and physical harm, while ensuring access to psychosocial support and inclusive teaching practices. Ige (2022) emphasizes that inclusive school climates foster emotional safety, which directly impacts students' willingness to engage in learning. Supervisors who embody ethical conduct enforce policies that protect the rights of all students, irrespective of gender, religion, disability, or ethnic background. They promote democratic participation and encourage the establishment of student-friendly structures such as suggestion boxes, safety committees, and grievance channels. In doing so, they reinforce the commitment to SDG 4, which advocates for inclusive and safe learning spaces for all. As noted by Ejiogu and Onuka (2023),

inclusivity in education leads to reduced dropout rates and improved academic achievements. Ethical supervision ensures that no student is marginalized or excluded due to systemic bias or negligence. Thus, a safe and inclusive school climate is not merely a procedural obligation it is a reflection of ethical leadership that supports academic success and the holistic development of all learners. As discovered by Chukwu (2022), supervisors who handle sensitive information discreetly and ethically foster a secure atmosphere where teachers and students can express challenges without fear. This respect for confidentiality encourages honest feedback, personal growth, and improved academic support, particularly for students facing emotional or academic difficulties. Such ethical practice strengthens educational relationships and aligns with SDG 4's call for inclusive and supportive learning environments.

Transparency in Communication and Feedback

Transparent communication and constructive feedback are critical tools for ethical supervision in Nigerian public secondary schools. Supervisors who practice openness in their engagements with staff, students, and parents promote trust and collaborative school governance. This transparency involves clearly communicating goals, expectations, policies, and performance evaluations. According to Ukeje and Akinbote (2023), transparency in school administration minimizes conflicts, improves accountability, and empowers all stakeholders to participate meaningfully in decision-making processes. Feedback mechanisms, when ethically employed, help to address challenges, correct misconceptions, and improve teaching and learning outcomes. Ethical supervisors encourage regular staff meetings, suggestion systems, and open forums where ideas and concerns can be discussed freely without fear of intimidation. This culture of honesty and responsiveness nurtures a democratic school environment that aligns with SDG 4's emphasis on inclusive and effective learning ecosystems. Moreover, as Musa and Abubakar (2022) argue, schools where transparency and feedback are embedded into the management culture often experience higher teacher satisfaction and student performance. When stakeholders feel heard and valued, they become more committed to the school's vision. Hence, transparent communication is not just an administrative duty it is an ethical obligation that strengthens school unity, enhances professional relationships, and supports the pursuit of quality education for all. Ekanem (2021) study agreed that when supervisors demonstrate impartiality in teacher evaluations, disciplinary actions, and reward systems, they promote justice that boosts staff morale and institutional integrity. This ethical supervision supports a culture of fairness and inclusivity, motivating all educators and learners to participate fully in academic activities. Fair supervision directly contributes to the attainment of SDG 4, which emphasizes equality and fairness in education.

Commitment to Continuous Professional Development

A school supervisor's ethical commitment to continuous professional development (CPD) serves as a powerful catalyst for educational improvement. CPD ensures that educators remain current with pedagogical trends, policy updates, and technological innovations that drive quality instruction. Ethical supervisors lead by example, regularly updating their own skills and creating platforms for teachers to access workshops, seminars, and collaborative learning sessions. As noted by Ezeugbor and Okolocha (2022), supervisors who prioritize professional growth foster a culture of excellence, where teachers feel supported in refining their skills and knowledge. This commitment has a direct impact on student learning and institutional success, aligning with the targets of SDG 4 which calls for qualified and professionally supported teachers in every learning environment. Moreover, CPD nurtures ethical consciousness among teachers, equipping them to handle classroom challenges with integrity and competence. Supervisors who ignore CPD compromise the long-term quality of education and stunt institutional innovation. Ethical adherence requires that supervisors advocate for policies and budgets that support ongoing training. According to Abonyi and Ede (2023), professional development opportunities also improve teacher retention and job satisfaction. Therefore, the ethical responsibility of promoting CPD goes beyond compliance it is a strategic and moral endeavor that advances sustainable educational transformation in Nigeria. Olayemi (2022) study noted that supervisors who adopt fair

mediation strategies and avoid bias during staff or student conflicts preserve school unity and promote a stable learning environment. This approach not only reduces tension but also fosters dialogue and mutual respect. Conflict resolution based on ethical principles supports SDG 4 by ensuring that schools remain conducive to teaching, learning, and personal development for all stakeholders.

Conclusion

The influence of school supervisors' adherence to ethical principles plays a pivotal role in achieving Sustainable Development Goal 4 ensuring inclusive and equitable quality education in Nigerian public senior secondary schools. Ethical leadership in supervision fosters trust and integrity, while strict adherence to professional conduct codes enhances accountability. Promoting equity and non-discrimination ensures every student is supported regardless of background. Ethical monitoring of teaching and learning drives measurable progress, just as fairness in resource utilization guarantees effective teaching tools. A safe and inclusive school climate encourages student participation, and transparent communication strengthens feedback loops among stakeholders. Lastly, supervisors' dedication to continuous professional development ensures adaptability and relevance in educational practices. Collectively, these principles anchor the systemic transformation necessary for sustainable, high-quality education outcomes across Nigeria.

Suggestions

The study suggested in line with the concepts under the study that:

1. School supervisors should be guided by clear ethical values to foster fair practices that promote inclusive learning, ensure quality teaching, and ultimately drive the attainment of SDG 4 in Nigeria's public senior secondary schools.
2. Ethical leadership in school supervision should be anchored in honesty, fairness, and responsibility, which should be used to build trust among staff and learners, improving school outcomes and promoting sustainable educational progress.
3. School supervisors should be consistently monitored to ensure they uphold professional codes of conduct, which should be enforced to maintain integrity, enhance respect for rules, and reinforce the dignity of the teaching profession.
4. Supervisory practices should be intentionally structured to promote equity and eliminate discrimination, ensuring all teachers and students are treated fairly, with opportunities for growth unhindered by gender, ethnicity, or socio-economic background.
5. There should be a clear framework that holds school supervisors accountable in evaluating teaching and learning processes, which should be used to identify gaps, support teachers, and raise overall academic performance.
6. Resource distribution in schools should be ethically guided, ensuring fairness and transparency in allocation and usage so that all learners benefit equally from educational materials and infrastructural support.
7. School supervisors should be proactive in fostering an environment that supports student safety, emotional wellbeing, and inclusion, where all individuals feel valued and protected from harm or discrimination.
8. Communication with staff and students should be transparent and respectful, allowing open dialogue and timely feedback that should be used to strengthen trust and promote shared decision-making in school administration.
9. School supervisors should be committed to ongoing learning and skill improvement through workshops and training, which should be seen as essential for maintaining relevance and effectiveness in an evolving education system.

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