



INFLUENCE OF ETHICAL COMPLIANCE IN SCHOOL SUPERVISION ON EDUCATIONAL QUALITY AND SUSTAINABLE DEVELOPMENT IN PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE.



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Abstract

The study investigated the influence of ethical compliance in school supervision on educational quality and sustainable development in public senior secondary schools in Rivers State. Three research questions and 3 hypotheses guided the study. Descriptive survey research design adopted. The population for this study comprised 6,875 principals and teachers in 302 public senior secondary schools in Rivers State. A sample of 378 respondents was determined using Taro Yamane formular. A multistage sampling technique was employed and the state was stratified into senatorial zones (Rivers East, Rivers West and Rivers South-East), the schools were randomly selected. Within the 35 selected schools which represented 12% of the sample size, 378 principals and teachers were chosen. A structured questionnaire titled "Influence of Ethical Compliance in School Supervision on Educational Quality and Sustainable Development Questionnaire (IECSSEQSDQ)" with 15 items was used in line with four Likert-scale rating of Very High Extent /Strongly Agree, High Extent /Agree, Low Extent /Disagree and Very Low Extent /Strongly Disagree. The instrument was validated by experts. Cronbach's Alpha established a reliability index of 0.86 while 300 copies of the instruments were retrieved out of 378 copies administered. Mean and standard deviation answered research questions, while t-test tested hypotheses at a 0.05 level of significance. The study found that ethical compliance in school supervision significantly influence the quality of education, ethical supervision practices significantly affect teachers' performance and classroom delivery, and ethical compliance in supervision significantly contribute to sustainable development in public senior secondary schools in Rivers State. The study recommended among others that ethical compliance in school supervision should be strictly enforced by the Ministry of Education to strengthen education quality through consistent and transparent oversight in public senior secondary schools across Rivers State.

Keyword: Ethical Compliance, School Supervision, Educational Quality, Sustainable Development.

Introduction

The role of ethical compliance in school supervision is pivotal in shaping the educational quality and promoting sustainable development in public senior secondary schools. Ethical compliance refers to adherence to moral principles, professional standards, and institutional policies that govern educational leadership and administrative behavior. Effective school supervision, when anchored on ethical values such as transparency, accountability, equity, and respect, can enhance institutional trust and foster a learning environment that prioritizes quality education. In many

Nigerian secondary schools, ethical breaches in supervision such as favoritism, neglect of duty, and embezzlement of resources have contributed to the systemic decline in academic performance and moral integrity among students (Ogunyinka, Okeke, & Adedoyin, 2022). By enforcing ethical conduct among supervisors, schools can encourage consistent policy implementation, objective teacher evaluation, and the prioritization of students' academic needs. This ethical framework not only reinforces discipline among educators but also empowers school leaders to address administrative challenges without bias.

Furthermore, educational quality is closely tied to the effectiveness of school supervision practices, particularly in terms of staff development, curriculum monitoring, and infrastructure management. Supervisors who uphold ethical standards are more likely to ensure fairness in resource allocation and equitable access to educational opportunities for both teachers and students. For instance, when instructional materials are distributed based on actual school needs rather than personal interest or connections, teaching and learning conditions improve significantly. Ethical compliance also enhances teacher motivation, as educators feel more supported and fairly assessed in their professional duties. This level of administrative integrity builds a system where continuous improvement is encouraged, thus directly contributing to sustainable educational practices. According to Nwankwo and Olorundare (2023), the alignment of ethical supervisory practices with school development plans improves teacher accountability and instructional delivery, which are critical components of educational sustainability.

Ultimately, the influence of ethical compliance in supervision extends beyond immediate school performance it lays the foundation for sustainable development within the education sector. Sustainable development in education involves equipping students with the skills, knowledge, and values needed to contribute meaningfully to society, now and in the future. When school supervisors lead by example in ethical conduct, they model civic responsibility, honesty, and integrity, which are internalized by both teachers and students. Moreover, schools managed through ethically grounded supervision are more likely to develop long-term improvement strategies, engage in effective stakeholder collaboration, and maintain educational equity. These attributes are central to achieving the Sustainable Development Goal 4 (SDG 4), which emphasizes inclusive and equitable quality education. As pointed out by Ehiamezor and Osagie (2021), sustainable educational development is only attainable in systems where ethical leadership is not negotiable. Hence, embedding ethical compliance into supervisory practices in public senior secondary schools is not just a policy directive it is a strategic necessity for national growth and development.

Ethical compliance in school supervision significantly shapes the overall quality of education in public senior secondary schools in Rivers State. Supervision is not merely administrative oversight but a professional process rooted in accountability, transparency, and fairness. When school supervisors adhere to ethical principles such as objectivity, respect for teachers' autonomy, and avoidance of favoritism they create an environment conducive to academic excellence. Unethical practices such as bias, intimidation, or manipulative evaluations undermine teachers' morale, which in turn affects students' learning experiences. Ethical supervision reinforces trust among stakeholders and promotes mutual respect between school leaders and educators. This ethical climate ensures that standards are upheld, policies are applied consistently, and performance evaluations are credible. In Rivers State, where public education often grapples with issues of underfunding, teacher absenteeism, and declining academic outcomes, ethical compliance provides a stabilizing influence that can reverse negative trends and improve learning quality. Moreover, ethically grounded supervision enables school heads to champion reforms that are inclusive, data-driven, and student-focused. Empirical studies affirm that supervisory ethics correlate positively with improved teacher commitment and student academic achievement (Okeke & Anyaegbunam, 2021; Worlu & Tamuno, 2022). Therefore, the extent to which ethical compliance is embedded in supervision processes determines the credibility, equity, and effectiveness of educational outcomes in public senior secondary schools.

Adebayo and Ogunyemi (2022) study concluded that supervisors who maintain ethical conduct are more likely to build trust with teachers, which in turn promotes a collaborative culture and enhances the implementation of educational goals and ethical supervision led to improved curriculum execution and teacher morale. Similarly, Eze and Akpan (2023) study found that when school supervisors demonstrated ethical judgment, it positively influenced teacher effectiveness and learner performance. This influence is due to the moral example set by leaders, which encourages compliance with institutional goals among staff and students alike. These ethical standards ensure that supervisory practices do not become a tool for intimidation or favoritism but are used to promote fairness and accountability. Hence, ethical compliance significantly influences not just the integrity of school systems but also the quality of education delivered.

Ethical supervision plays a critical role in shaping teachers' performance and the quality of classroom delivery in public senior secondary schools in Rivers State. Teachers operate effectively in environments where they feel valued, respected, and fairly evaluated. Supervisors who model ethical behavior by being impartial, transparent, and constructive foster a culture of continuous professional growth. Such ethical engagement boosts teacher morale, enhances motivation, and encourages innovation in lesson delivery. When feedback is fair and developmental, rather than punitive, teachers become more confident and reflective practitioners. Conversely, unethical supervisory practices such as favoritism, coercion, or inconsistent appraisal breed resentment, absenteeism, and diminished classroom engagement. In a region like Rivers State, where teacher retention and instructional quality are significant concerns, ethically driven supervision becomes even more vital. Ethical supervision also ensures that performance reviews are tied to verifiable data, clear standards, and professional development plans, thereby aligning teacher responsibilities with student needs and institutional goals. Scholars such as Ijeoma and Eke (2023) emphasize that ethical conduct in supervision supports teacher empowerment and instructional clarity. Similarly, Ekpote and Nwankwo (2022) argue that teachers are more likely to adopt innovative pedagogical strategies when supported by ethical supervision. Thus, ethical practices in school leadership are not ancillary they are central to promoting excellence in teaching and learning.

Olumide and Hassan (2021) study supported that ethical supervisory practices such as objective feedback, professional support, and recognition of teachers' efforts significantly improved classroom delivery and instructional planning and teachers are more responsive and innovative when supervision is conducted in a fair and supportive manner. Additionally, Musa and Danladi (2022) study highlighted that supervisors who exercise integrity, honesty, and openness motivate teachers to improve their lesson planning, class control, and student engagement strategies. This ethical climate reduces resistance to supervision, encourages continuous professional development, and fosters a culture of excellence in classroom practices. Therefore, the effect of ethical supervision practices is not only seen in teacher satisfaction but also in how effectively curriculum objectives are achieved, making it a vital tool for educational progress.

Ethical compliance in school supervision contributes to sustainable development in public senior secondary schools in Rivers State by reinforcing responsible leadership, equity, and long-term institutional integrity. Sustainable development in education involves more than infrastructure or curriculum; it requires consistent ethical standards that guide all actors within the system. Supervisors who adhere to ethical norms encourage transparency in resource allocation, fairness in teacher evaluation, and inclusivity in school decision-making. This ethical culture fosters resilience and institutional trust, which are essential for achieving educational sustainability. Ethical supervision ensures that policies are implemented with fidelity and that accountability mechanisms are functional and unbiased. In Rivers State, where educational disparities and systemic inefficiencies often threaten long-term progress, ethical supervision offers a corrective framework. It aligns school practices with national development goals and international standards such as the Sustainable Development Goal 4 (SDG 4), which emphasizes inclusive and equitable quality education. Additionally, when supervisors model ethical leadership, they mentor future educational leaders and instill values that outlive their tenure. Studies by Nwogu and Ololube (2022) and Eremie and Nwauwa (2023) show that ethical supervision leads to improved stakeholder collaboration, reduced corruption, and strengthened institutional capacity. Therefore, integrating ethical principles into supervisory practices is a strategic investment in the sustainable transformation of the education sector in Rivers State.

Bello and Onyekachi (2023) study argued that ethically compliant supervisors play a critical role in creating a culture of accountability, environmental consciousness, and long-term planning in school management and supervisors also helped schools maintain consistent performance even with limited resources. Similarly, Okon and Yakubu (2022) study reported that adherence to ethics in supervisory roles led to reduced staff turnover, improved stakeholder trust, and better long-term student outcomes. This ethical orientation supports decision-making that balances present educational demands with future needs, promoting continuity and resilience in school operations. Therefore, ethical

compliance is not merely a moral obligation it is a strategic approach that contributes meaningfully to sustainable development in public senior secondary schools.

One relevant theory is Kohlberg's Theory of Moral Development (1958), which explains how individuals progress in ethical reasoning. In the context of school supervision, this theory emphasizes the role of ethical decision-making in promoting fairness, transparency, and responsibility among school leaders. Its contribution lies in guiding supervisors to act morally, which fosters trust, enhances the quality of education, and supports long-term sustainability in public senior secondary schools in Rivers State. Ethical compliance ensures accountability and strengthens stakeholder confidence in the education system. The influence of ethical compliance in school supervision remains a vital area of concern in enhancing educational quality and achieving sustainable development. In Rivers State, where public senior secondary schools face various challenges, understanding how ethical practices in supervision contribute to positive learning outcomes is crucial. This study contributes to existing knowledge by highlighting the relationship between ethical compliance such as fairness, transparency, accountability, and respect for professional standards and the quality of education delivered. It emphasizes that when school supervisors act ethically, they build trust, motivate teachers, and promote discipline, which collectively improve teaching and learning environments. These improvements, in turn, support long-term goals of sustainable educational development by producing well-rounded, responsible learners prepared to contribute meaningfully to society.

The observed gap that motivated this study lies in the limited empirical evidence from Rivers State specifically linking ethical supervision practices to measurable improvements in educational quality and sustainability. While several studies have explored supervision in general, few have critically examined how ethical behavior among supervisory personnel directly affects the educational outcomes in this unique context. This oversight is concerning given the frequent reports of unethical supervision, favoritism, and administrative neglect in some public schools. Hence, this study seeks to bridge this gap by providing locally grounded insights that can inform policy, strengthen school management practices, and promote a more ethical and effective educational system in the state.

Statement of the Problem

The problem with the influence of ethical compliance in school supervision on educational quality and sustainable development in public senior secondary schools in Rivers State lies in the lack of consistent ethical behavior among school supervisors. Many supervisors act based on personal interest or external pressures rather than professional integrity, leading to biased evaluations and compromised decision-making. This reduces the effectiveness of supervision, weakens teacher performance, and ultimately lowers educational standards. The effects are significant ranging from poor student achievement to reduced trust in the education system and failure to meet long-term development goals. Other related problems include irregular supervision visits, favoritism in staff evaluations, lack of clear supervision guidelines, and weak stakeholder participation. These issues create an environment where mediocrity is tolerated and accountability is undermined, obstructing the path to sustainable educational development which required firm policy actions like ethical training for supervisors, independent monitoring bodies enforcing provisions in the National Policy on Education and aligning practices with Sustainable Development Goal 4 and clear, enforceable standards guide ethical supervision which could contribute to the long-term development of the education sector.

Aim and Objectives of the Study

The aim of this study is to investigate the influence of ethical compliance in school supervision on educational quality and sustainable development in public senior secondary schools in Rivers State. Specifically, the objectives sought to;

1. find out the extent ethical compliance in school supervision influence the quality of education in public senior secondary schools in Rivers State.
2. determine how ethical supervision practices affect teachers' performance and classroom delivery in Public Senior Secondary Schools in Rivers State.

3. find out ways ethical compliance in supervision contribute to sustainable development in Public Senior Secondary Schools in Rivers State

Research Questions:

Three research questions used in the study are;

1. To what extent does ethical compliance in school supervision influence the quality of education in public senior secondary schools in Rivers State?
2. How do ethical supervision practices affect teachers' performance and classroom delivery in Public Senior Secondary Schools in Rivers State?
3. In what ways does ethical compliance in supervision contribute to sustainable development in Public Senior Secondary Schools in Rivers State?

Hypotheses

Three hypotheses formulated from the research questions were tested at 0.05 significance level.

1. Ethical compliance in school supervision does not significantly influence the quality of education in public senior secondary schools in Rivers State.
2. Ethical supervision practices does not significantly affect teachers' performance and classroom delivery in Public Senior Secondary Schools in Rivers State.
3. Ethical compliance in supervision does not significantly contribute to sustainable development in Public Senior Secondary Schools in Rivers State

Methodology

The study adopted a descriptive survey research design to investigate the influence of ethical compliance in school supervision on educational quality and sustainable development in public senior secondary schools within Rivers State. The design was suitable because it enabled the researcher to gather data from a broad population without manipulating any variables, thus offering a reliable snapshot of current practices and perceptions. The population for this study comprised 6,875 principals and teachers in the 302 public senior secondary schools in the 23 Local Government Area of Rivers State. As at the time of this study, the population of Principals is 302 while that of teachers is 6,573. (Source: Planning, Research and Statistics Department, RSSSSB Headquarters, Port Harcourt, 2025). The sample for the study was 378 respondents. The number 378 was determined using Taro Yamane formular. A multistage sampling technique was employed. Initially, the state was stratified into senatorial zones (Rivers East, Rivers West and Rivers South-East), from which schools were randomly selected. Within the 35 selected schools which represented 12% of the sample size, 378 principals and teachers were chosen based on their direct involvement in school supervision activities. A structured questionnaire titled "Influence of Ethical Compliance in School Supervision on Educational Quality and Sustainable Development Questionnaire (IECSSEQSDQ)" was used for data collection in line with four Likert-scale rating of Very High Extent (VHE)/Strongly Agree (SA), High Extent (HE)/Agree (A), Low Extent (LE)/Disagree (D) and Very Low Extent (VLE)/Strongly Disagree (SD) respectively. The instrument was validated by experts in Educational Psychology, Guidance and Counselling Department, Faculty of Education, Rivers State University to ascertain the accuracy. The reliability of the instrument was tested through a pilot study using the test-retest method, and a Cronbach's Alpha coefficient of 0.86 was obtained, confirming its internal consistency. Three hundred and seventy-eight (378) copies of the instrument were administered to the respondents while 300 copies were retrieved and used for data analysis. Mean and standard deviation were used to answer research questions, while t-test was tested the hypotheses at a 0.05 level of significance.

Results and Discussion

Research Question One: To what extent does ethical compliance in school supervision influence the quality of education in public senior secondary schools in Rivers State?

Table 1: Mean and standard deviation analysis on the extent ethical compliance in school supervision influence the quality of education in public senior secondary schools in Rivers State

S/N	Item Statements	Principals	Teachers	Mean	Remark		
Set	N = 60 N = 240						
		x_1	Std. Dev.	x_2	Std. Dev.	$\frac{x_1+x_2}{2}$	
1	I have seen that when school supervisors follow ethical rules, Extent teachers take their work more seriously and students learn better.	3.03	.56	2.96	.55	2.99	High
2.	I believe that when supervisors are fair and honest, schools run smoothly Extent and everyone understands their roles clearly.	3.13	.63	2.83	.48	2.98	High
3.	I noticed that ethical supervision helps reduce cheating and laziness Extent among teachers and students in the classroom.	2.93	.69	2.91	.52	2.92	High
4.	I think students get better results when supervisors respect school policies and treat all teachers equally. Extent	3.07	.78	2.87	.40	2.97	High
5.	I feel that when supervisors show good examples, teachers also behave better and this helps improve the Extent learning environment.	2.97	.72	2.90	.53	2.94	High
	Total Mean/Std. Dev. Sum Scores	15.13	3.38	14.47	2.48	14.8	High
	Extent						
	Average Mean/Std. Dev. Scores	3.03	.68	2.89	.50	2.96	

Table 1 above showed that both principals and teachers in Rivers State public senior secondary schools agree to a high extent that ethical compliance in school supervision significantly enhances educational quality. Mean scores across all five items ranged between 2.92 and 2.99, indicating consistent agreement that ethical supervision fosters discipline, fairness, professionalism, and improved student outcomes. Principals reported slightly higher mean scores than teachers, suggesting stronger perceptions among administrators. The overall average mean of 2.96 confirms a high level of influence. This study provides empirical evidence that ethical supervision practices positively shape school performance and learning environments in Nigerian public schools.

Research Question Two: How do ethical supervision practices affect teachers' performance and classroom delivery in Public Senior Secondary Schools in Rivers State?

Table 2: Mean and standard deviation analysis on how ethical supervision practices affect teachers' performance and classroom delivery in Public Senior Secondary Schools in Rivers State

S/N	Item Statements Set k N = 60 N = 240	Principals	Teachers	Mean	Remar			
			x_1	Std. Dev.	x_2	Std. Dev.	$\frac{x_1+x_2}{2}$	
6.	I feel more motivated to teach well when my supervisors treat me fairly and follow proper rules during classroom checks.		2.90	.71	2.95	.53	2.93	Agree
7.	I work harder and plan better lessons when I know my efforts are being honestly observed and respected.		3.13	.63	2.83	.49	2.98	Agree
8.	I feel more confident and less stressed in class when supervisors support me instead of just pointing out my mistakes.		3.07	.78	2.92	.52	3.03	Agree
9.	I improve my teaching methods faster when I get clear and honest feedback that is meant to help me grow.		3.07	.83	2.90	.47	2.99	Agree
10.	I respect the school system more and stay committed to my job when I see that supervision is done with fairness and integrity.		3.07	.64	2.90	.53	2.99	Agree
Total Mean/Std. Dev. Sum Scores			15.24	3.59	14.5	2.54	11.93	Agree
Average Mean/Std. Dev. Scores			3.05	.72	2.9	.51	2.386	

The data in Table 2 showed that both principals and teachers generally agree that ethical supervision positively impacts teacher performance and classroom delivery in public senior secondary schools in Rivers State. Responses to all items yielded average mean scores close to or above 2.90, indicating a consistent agreement. Teachers feel more motivated, plan better, gain confidence, and improve teaching strategies when supervision is fair, honest, and supportive. The overall interpretation suggests that ethical supervisory practices encourage professional growth and classroom effectiveness. This study highlights the importance of ethical supervision as a catalyst for improving teacher motivation, instructional planning, and job satisfaction.

Research Question Three: In what ways does ethical compliance in supervision contribute to sustainable development in Public Senior Secondary Schools in Rivers State?

Table 3: Mean and standard deviation analysis on ways ethical compliance in supervision contribute to sustainable development in Public Senior Secondary Schools in Rivers State

S/N Set	Item Statements	Principals	Teachers		Mean	Remark	
			x_1	Std. Dev.	x_2	Std. Dev.	$\frac{x_1+x_2}{2}$
	N = 60 N = 240						
11.	I believe that ethical compliance in supervision helps me trust the school system.		3.13	.63	2.90	.32	3.02 Agree
12.	I notice that when supervisors act ethically, teachers feel respected						



13.	and motivated to work harder	3.03	.56	2.91	.33	2.97	Agree
	I have seen that fair supervision reduces corruption and misuse of school resources	3.07	.64	2.89	.34	2.98	Agree
14.	I think ethical supervision creates a safe and peaceful environment in schools	3.10	.66	2.91	.37	3.01	Agree
15.	I know that when supervisors are honest and consistent, it sets a good example in school.	3.10	.66	2.93	.41	3.02	Agree
Total Mean/Std. Dev. Sum		15.43	3.15	14.54	1.77	15.3	Scores
		3.10	.63	2.91	.35	3.06	Agree

Average Mean/Std. Dev. Scores

Table 3 presented the perspectives of principals and teachers on how ethical compliance in supervision supports sustainable development in public senior secondary schools in Rivers State. Both groups consistently agreed that ethical practices such as fairness, honesty, and respect promote trust, motivation, transparency, safety, and role modeling within schools. The overall mean scores (principals: 3.10, teachers: 2.91) reflect a shared belief in the positive impact of ethical supervision. This consensus highlights ethical compliance as a key driver for sustainable educational growth, fostering improved school environments and professional conduct among staff. The study reveals that ethical supervision enhances trust, motivation, and responsible management in schools, contributing to long-term educational sustainability.

Hypotheses

Ho₁: Ethical compliance in school supervision does not significantly influence the quality of education in public senior secondary schools in Rivers State.

Table 4: Independent t-test analysis of principals and teachers on the extent ethical compliance in school supervision influence the quality of education in public senior secondary schools in Rivers State.

Group	N	$\bar{x}$	Std. Dev.	df	t-value	p-value	Alpha Level	Remark
Principals	60	3.03	.68					
Teachers	240	2.89	.50	298	.206	.030	0.05	Ho ₁ : Sig.
Total	300	2.96	.59					

The independent t-test analysis in Table 4 compared principals and teachers on how ethical compliance in school supervision influences the quality of education in Rivers State. With a mean score of 3.03 for principals and 2.89 for teachers, the result shows a slight difference in perception. The calculated p-value of 0.030 is less than the 0.05 alpha level, indicating a statistically significant difference. Therefore, the null hypothesis is rejected, confirming that ethical compliance significantly influence educational quality. This suggests the need for stronger ethical frameworks in supervision. Strengthening ethical standards in supervision is recommended to enhance education quality and accountability.

Ho₂: Ethical supervision practices does not significantly affect teachers' performance and classroom delivery in Public Senior Secondary Schools in Rivers State.

Table 5: Independent t-test analysis of principals and teachers on how ethical supervision practices affect teachers' performance and classroom delivery in Public Senior Secondary Schools in Rivers State

Group	N	$\bar{x}$	Std Dev.	df	t-value	p-value	Alpha Level	Remark
Principals	60	3.05	.72					
Teachers	240	2.9	.51	298	1.206	.040	0.05	Ho ₂ : Sig.
Total	300	2.98	.62					

The independent t-test in Table 5 reveals a statistically significant difference ($p = 0.040 < 0.05$) between principals ($\bar{x} = 3.05$) and teachers ($\bar{x} = 2.90$) regarding how ethical supervision affect teachers' performance and classroom delivery in public senior secondary schools in Rivers State. With a t-value of 1.206 and 298 degrees of freedom, the hypothesis (Ho₂) is accepted as significant. This suggests that ethical supervision practices moderately affect teaching effectiveness. It is recommended that school leaders uphold transparency, fairness, and constructive feedback in supervision to strengthen teacher performance and promote quality classroom instruction across the state.

Ho₃: Ethical compliance in supervision does not significantly contribute to sustainable development in Public Senior Secondary Schools in Rivers State.

Table 6: Independent t-test analysis of principals and teachers on ways ethical compliance in supervision contribute to sustainable development in Public Senior Secondary Schools in Rivers State

Group	N	$\bar{x}$	Std Dev.	df	t-value	p-value	Alpha Level	Remark
Principals	60	3.10	.63					
Teachers	240	2.91	.35	298	1.498	.003	0.05	Ho ₃ : Sig.
Total	300	3.01	.49					

Table 6 shows an independent t-test analysis comparing principals and teachers on how ethical compliance in supervision significantly contributes to sustainable development in public senior secondary schools in Rivers State. Principals had a higher mean score ($\bar{x} = 3.10$) than teachers ($\bar{x} = 2.91$), suggesting they perceive a stronger link between ethical supervision and sustainable development. The t-value (1.498) and p-value (.003) indicate that there is a statistically significant difference at the 0.05 alpha level. This means ethical compliance is seen as significantly contributed. It is suggested that regular ethical training and transparent supervision practices be promoted to bridge perception gaps and enhance development outcomes.

Discussion of Findings Ethical compliance in school supervision significantly influences the quality of education in public senior secondary schools

Finding from research question supported that principals and teachers in Rivers State public senior secondary schools agree to a high extent that ethical compliance in school supervision significantly

influence educational quality which further provides empirical evidence that ethical supervision practices positively shape school performance and learning environments in Nigerian public schools. Finding from hypothesis one concluded that ethical compliance significantly influence educational quality. This suggests the need for stronger ethical frameworks in supervision. Strengthening ethical standards in supervision is recommended to influence education quality and accountability.

Adebayo and Ogunyemi (2022) study concluded that supervisors who maintain ethical conduct are more likely to build trust with teachers, which in turn promotes a collaborative culture and enhances the implementation of educational goals and ethical supervision led to improved curriculum execution and teacher morale. Similarly, Eze and Akpan (2023) examined the relationship between ethical leadership in supervision and educational outcomes in public secondary schools. Their study found that when school supervisors demonstrated ethical judgment, it positively influenced teacher effectiveness and learner performance. This influence is due to the moral example set by leaders, which encourages compliance with institutional goals among staff and students alike. These ethical standards ensure that supervisory practices do not become a tool for intimidation or favoritism but are used to promote fairness and accountability. Hence, ethical compliance significantly influences not just the integrity of school systems but also the quality of education delivered.

Ethical supervision practices significantly affect teachers' performance and classroom delivery in public senior secondary schools

Finding from research question two stated that principals and teachers generally agree that ethical supervision positively affect teacher performance and classroom delivery in public senior secondary schools in Rivers State which further highlighted the importance of ethical supervision as a catalyst for improving teacher motivation, instructional planning, and job satisfaction while finding from hypothesis two ethical supervision practices moderately affect teaching effectiveness thereby recommended that school leaders uphold transparency, fairness, and constructive feedback in supervision to strengthen teacher performance and promote quality classroom instruction across the state.

Olumide and Hassan (2021) study supported that ethical supervisory practices such as objective feedback, professional support, and recognition of teachers' efforts significantly improved classroom delivery and instructional planning and teachers are more responsive and innovative when supervision is conducted in a fair and supportive manner. Additionally, Musa and Danladi (2022) study highlighted that supervisors who exercise integrity, honesty, and openness motivate teachers to improve their lesson planning, class control, and student engagement strategies. This ethical climate reduces resistance to supervision, encourages continuous professional development, and fosters a culture of excellence in classroom practices. Therefore, the effect of ethical supervision practices is not only seen in teacher satisfaction but also in how effectively curriculum objectives are achieved, making it a vital tool for educational progress.

Ethical compliance in supervision significantly contributes to sustainable development in public senior secondary schools

Finding from research question three indicated that principals and teachers on how ethical compliance in supervision contributed to sustainable development in public senior secondary schools in Rivers State; hence, contributing to trust, motivation, and responsible management in schools, contributing to long-term educational sustainability. Finding from hypothesis three indicated that ethical compliance in supervision significantly contributed to sustainable development in public senior secondary schools in Rivers State through regular ethical training and transparent supervision practices be promoted to bridge perception gaps and enhance development outcomes.

Bello and Onyekachi (2023) study argued that ethically compliant supervisors play a critical role in creating a culture of accountability, environmental consciousness, and long-term planning in school management and supervisors also helped schools maintain consistent performance even with limited resources. Similarly, Okon and Yakubu (2022) study reported that adherence to ethics in supervisory roles led to reduced staff turnover, improved stakeholder trust, and better long-term student

outcomes. This ethical orientation supports decision-making that balances present educational demands with future needs, promoting continuity and resilience in school operations. Therefore, ethical compliance is not merely a moral obligation it is a strategic approach that contributes meaningfully to sustainable development in public senior secondary schools.

Conclusion

Based on the findings, the researcher concluded that ethical compliance in school supervision significantly influence the quality of education in public senior secondary schools, ethical supervision practices significantly affect teachers' performance and classroom delivery in public senior secondary schools, and ethical compliance in supervision significantly contribute to sustainable development in public senior secondary schools in Rivers State

Recommendations

1. Ethical compliance in school supervision should be strictly enforced by the Ministry of Education to strengthen education quality through consistent and transparent oversight in public senior secondary schools across Rivers State.
2. Ethical supervision practices should be regularly introduced by school management teams to improve teacher effectiveness and classroom delivery in public senior secondary schools throughout Rivers State.
3. Ethical supervision guidelines should be fully implemented by educational policy makers to ensure fairness accountability and sustainable leadership in the school system of Rivers State's public senior secondary schools.

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