



## PRINCIPALS ETHICAL SUPERVISORY PRACTICES AND STUDENT'S ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN RIVERS STATE.



**Amaechi, Ngozi Valeriana Ph.D**  
School of Education,  
FCE, Eha-Amufu, Enugu State  
amaechivaleriana.ng@fcehamufu.edu.ng

**Dr. (Mrs) Ruth Chinonye Asogwa**  
Department of Educational Foundations and Administration  
Federal College of Education, Eha-Amufu  
E-mail: asogwaruth801@gmail.com

&

**Dr. Ogbuehi, Philomena O.**  
Enugu State University of Science and Technology,  
Institute Of Ecumenical Education, Enugu

### **Abstract:**

*The study examined principal's ethical supervisory practices and student's academic performance in public secondary schools in Rivers State. Three research questions guided the study. The design of the study was descriptive and correlation. The population of the study is 6,897 in the 311 public senior secondary schools in Rivers State and sample is 378 teachers, selected using Taro Yamane statistics and multi-stage sampling techniques. The instrument for data collection was questionnaire validated by the experts with a reliability coefficient of 0.83. Mean scores and standard deviations were used to answer the research questions one and two while simple regression was used to answer research question 3. The findings of the study revealed that principals do not adopt / implement ethical supervisory practices during supervision. They are challenged of limited time, too many workloads, and lack of adequate knowledge of ethical supervisory practices among others. Again, that there is a positive and moderate relationship between principals' ethical supervisory practices and student's academic performance. Recommendations were made based on the findings among which are that the Ministry of Education (MOE) and Secondary Education Management Board (SEMB) to set regular checks, either mounting a special interventions squared (team) on the principal's supervisory practices and sanctions be meted on defaulters.*

**Keywords:** Academic Performance, Schools supervision, Ethical Standards.

### **Introduction**

Education in its totality is a necessity. It is for personal growth, development and overall wellbeing of the society. This is why the National Policy on Education (NPE, 2013) stated that it is an investment in human capital and a necessary good for all citizens of its country. Education has been adopted as sure way to build the human capacity and develop its nation strongly (massively). Classrooms now are being transformed from its traditional lecture method to an interactive and inclusive ones to achieve the 2030 SDG's. Teachers are being sent for training and re-training programmes to suit the innovations / reformation because they are the hub on which education wheels revolve and a strong determinant for student's academic performance.

The academic performance of a student at all levels of education is the level of failure below or above the pass (success) mark in a specific course / subject or in the end of the course, term, semester, or session considering an accepted stated conditions (Aderiye, 2024). Students' academic performance



to a very good extent is linked directly to the quality of teaching and learning that takes place in the school (classrooms). Quality teaching and learning according to Aderiye is significantly influenced by their quality of training, resources provided and supervision mounted irrespective of the teachers qualification and degrees acquired. This is why most administrators of schools internally mount close supervision to ensure complete compliance to the stipulated standards by the National Policy on Education. Drani (2018) accentuating to the above, maintained that one of the reasons for poor students academic performance can be traced to teacher's inability (incompetence) to actively engage students to the lesson. A student's success is measured by the academic performance. Steinmarg, etal (2014) identified that academic performance are outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in an instructional environmentspecifically in schools, colleges and universities . Direct teaching facilitators (teachers, assistants, aids etc),serve as tools for students overall performance. Therefore teachers are the most important persons in a child's life apart from his/her parents, and so the teachers should be monitored and supervised for his/heronerous tasks in the academic performance of the child.Sternberger (2019) re-interacted that a student's academic performance is not limited to a simple event but spans their whole educations career, from elementary school through college and beyond, and reflect their holistic development as human beings and as individuals.

Supervision of instruction is the process of helping, advising and directing subordinates on the work with the objective of improving the school and individual students performance, (Imereoma, 2024). Quality education is achieved by quality and regular supervision of schools, this is why Jayesimi (2016) insists that supervisors of schools (internal / external) are responsible for quality delivery of instruction in the school system. The above statement goes further to demonstrate that teachers should be supervised for proper adoption and implementation of ethical standards during internal or external supervision process. Principals being internal supervisors should faithfully see that the laid down policies and principles are maintained during supervision whether by self or team from the education board / ministries owing to its impact to the quality of instructional delivery cumstudent's academic performance. The ethics of school supervision as stated by Center for Ethical Leadership states that "as a principal, ethical leadership is about knowing your core values and having the courage to live with them in all parts of your life in service of the common good" (Ginkonyo, 2020), Keeping to ethical standards goes to make the instructional leader (principal) to lay down rules, follow these rules and seek to enforce them". Harris and Sass, (2019) pointed that, in a school setting, the principal bears the primary responsibility for four fundamental roles (leadership, decision-making, guidance-counselor and supervision). The principal stands as the chief architect and promoter of the values and standards that ensure the school operates at the highest ethical standard. Maintaining ethical standards in public secondary schools has become a serious concern nowadays.

In a morally corrupt world, educations/supervisor remains the sole rescue anchor to get rid and guide the new generation towards a rehabilitation of moral values. The certainty that moral reasoning is deeply connected to the academic performancelevel creates no room for doubts and it is expedient that the principal as role model be able to inspire values and moral principles in their different schools (Iorga, ciuhodoru, Romedea, 2013). Ivagher et al (2021) opined that instructional supervision as an ethics of school administration should not be taken for granted in schools due to its positive effect on the quality of teachers delivery and students academic success. Ethical standards include respect and fairness, equity, confidentiality, professional integrity, accountability, continuous learning, supportive relationship, clear communication and boundaries, students' safety and dignity, student advocacy, collaboration and engagement with boarders, culture and community etc. The principal's instructional supervision is expected to be guided by ethical, Principals as indicated by the National Association of School Psychologists (NASP) (2010) and theseinclude: respecting the dignity and rights of all persons (teachers, students, aids /assistants etc), showcasing professional competence and responsibility, fostering honesty and integrity in society, maintaining professionalism, among others. As ethical leader guided by ethical Principals, school principals should be role models for their staff by displaying ethical behaviours themselves. This will inspire and enable their staff to adopt ethical values and norms more easily (Eskender, 2013).



Akpakwu (2016) focuses attention on the principals' conduct towards planning and improving instructional activities in the school, provision of resources for teachers, teacher evaluation, group dynamics –working with group, and utilizing various supervisory techniques to ensure that instructional objectives are met. The purpose of the ethical standards within the school (teaching profession) is to serve as a shared ethical guide for future and existing teachers who are faced with challenges and complexities of education. The code that establishes the principle for standards of ethical best practices in self accountability, self-reflection, integrity, mindfulness and setting for self –regulation is one of the fundamental hallmarks of the ethical standards that guide teaching profession. However, principals' ethical supervisory practices encompasses a range of principles that guide his actions during supervision in schools. These include showing respect, dignity in staff, fairness and equity in resources sharing, transparency and accountability in giving feedback, confidentiality in sensitive information related to staff, students or school, demonstrating professional integrity, honesty, and truthfulness in all interactions during supervision. The principals' should be giving regular feedback, show support and guidance, provide opportunities for staff, growth and development, staying current with best practices and research, conduct fair and objective evaluations using clear criteria, be open to communication and collaboration with staff. The principal should practice students needs (academic success), consider stakeholders input, reflect on personal biases etc

The American Counseling Association (ACA) code of ethics provides the comprehensive guidelines on supervision to ensure ethical and effective practices within the counseling profession. These guidelines emphasizes that supervisors (internal/external) responsibilities must be competent counseling and supervision, possessing the appropriate training knowledge, and skills to provide practical guidance. They should be aware of the goals, expectations, evaluations criteria and the supervisor-supervisee relationship and its effects. The word “ethics” is very germane and cuts across all professions, be it medical, law, teaching and banking profession among others and it usually results in value-laden discussion of what is considered, “right” or “wrong”. Ethics involves doing the right things always and aids to maintain law and order in schools. It also infuses diverse values that are morally acceptable. Iroegbu and Uyanga (2019) said it is a set of rules and principles that encompass responsibilities among professionals, whether colleagues, clients or society in general. Faremi, Ishola and Hazzan (2024) in support said it is a collection of value, standards and norms that every individual regards as a professional ethics and which are needed to be considered Principals are supposed to be committed to the standards and ethics of their roles as supervisors internally with show of expertise as well as assess themselves of their actions in performing their leadership and supervisory roles. Principals as supervisors of schools should provide regular, constructive and fair evaluations of staff based on clear criteria that guide professional development. He should be able to offer remediation through additional training, increased supervision, or other corrective measures that mic respect the staff confidentiality, avoid harm and acting in the best interest of staff. (supervisees). All of the above indicates that principals of secondary schools be agents of beneficence, autonomy, normal efficacy, justice, fidelity, veracity etc to achieve its target of school supervision due to its influence on the student's academic performance.

### **Statement of the Problem:**

Teacher effectiveness in instructional delivery is the fulcrum on which the education heels revolve, particularly in public primary and secondary schools where the foundation of knowledge is lodged. In Nigeria, public secondary school teachers job efficiency is of great concern and sympathy, of which Rivers State is not an exemption .Despite all innovations, reforms, training and re-training programmes to develop teachers competence, there remains a noticeable gap in their job delivery possibly due to principals inability to adopt /implement supervisory ethics.

Most teachers still do not concur to the principles /guidelines for quality instructional delivery. Probably due to principal's inability to check mate them or probability challenges emanating from himself, teachers or stakeholders in the system. Teachers are still observed struggling to deliver quality instruction.



The problem therefore, lies in the principals understanding of the essence of his supervisory rules, his challenges to its adoption/ implementation and its influence on teacher's quality delivery vis-a-vis student's academic performance. These anomalies coerced the researchers to investigating the level of adoption /challenges and its implications to public secondary school student's academic success in Rivers State.

### **Purpose of the Study:**

The purpose of this study is to investigate principals' ethical supervisory practices and students academic performance in public secondary schools in Rivers State.

Specifically, it tends to:

- investigate teachers perceptions on the adoption implementation of principals ethical supervisory practice(s) during supervision in River State public secondary schools.
- find out principals challenges to the adoption and implementation of ethical supervisory practices(s) during supervision in public secondary schools in Rivers, State.
- to ascertain the relationship between principals ethical supervisory practice(s) and students' academic performance in public secondary schools in Rivers State.

### **Research Questions:**

The following research questions were raised to guide the study.

What are teachers' perceptions on principal's adoption/implementation of ethical supervisory practice(s) during supervision in public secondary schools in Rivers State?

What are the principals' challenges towards the adoption/implementation of ethical supervisory practice(s) during school supervision in public secondary schools in Rivers State?

What is the relationship of principal's ethical supervisory practice(s) and students academic performance in public senior secondary schools in Rivers State?

### **Methodology**

The study adopted descriptive survey and correlation research designs. The population of teachers in the 311 public secondary schools in Rivers State is 6,897. Out of this, only 378 were sampled using Taro Yamane minimum sample size determination formula through stratified proportionate sampling technique. The instrument was meant to elicit responses from teachers on the study. It was built on a four –point modified Likert scale of Strongly Agree (SA=4 points), Agree (A=3 points), Disagree (D=2 points) and Strongly Disagree (SD=1 point). It was subjected for face and content validity to three experts (2-Education Management and 2 from Measurement (Evaluation Departments). However, the percentage of students who had passmark / credit and above (0 to 100%) in each of the core subject areas were used as proxy for students' academic performance and used for data collection on the dependent variable of the study. The instruments' reliability was established using Cronbach Alpha statistics and a coefficient value of 0.83 was got. Out of the 378 copies of instrument distributed to the teachers, 364 copies (96.3%) were returned and correctly filled for use in the analysis. Research questions one and two were answered using mean scores and standard deviations while research question three was answered using simple regression to establish its relationship.

### **Research Question One:**

What are the teacher's perceptions on principal's adoption / implementation of ethical supervisory practices(s) during supervision in public secondary schools in Rivers state?



**Table 1:**

Perception of teachers on principals Extent of Adoption / Implementation of ethical supervisory practice(s), in school supervision.

Description	SA	A	D	SD	MEAN	STD
Principal's treat teachers with fairness and equity, without bias or prejudice during internal supervision	32 8.8%	58 15.9%	168 46.2%	106 29.1%	2.04	0.42
Principal's respect and dignify their teachers during internal supervision by valuing their profession and contributions to the performance of student	63 17.3%	98 26.9%	114 31.4%	89 24.4%	2.37	0.56
Principals treats sensitive information about teachers performance(s) during internal supervision with utmost confidentiality	58 15.9%	64 17.6%	113 31.1%	129 35.4%	2.11	0.44
Principals interact with teachers showing professional integrity, honesty and truthfulness during internal supervision	77 21.2%	89 24.4%	124 34.1%	74 20.3	2.46	0.51
Principals provide regular constructive feedback focusing on teachers growth and development after internal supervision	41 11.3%	56 15.4%	131 35.9%	136 37.4%	2.01	0.54
Principals offer support by helping teachers to navigate challenges and improve on their practice during internal supervision	46 12.6%	62 17.0%	129 35.5%	127 34.9%	2.07	0.58
Principals conduct fair and objective evaluations using clear criteria and multiple sources of data during internal supervision	51 14.0%	75 20.6%	118 32.4%	120 33.0%	2.16	0.43
Principals foster positive collaboration and open communication with teachers during internal supervision	67 18.4%	92 25.3%	124 34.0%	81 22.3%	2.39	0.55
Weighted mean score & standard deviation					2.20	0.50

Table 1 above presents the result of the perception of teachers on principals adoption / implementation of ethical supervisory practice(s) during school (internal) supervision. The result reveals that 75.3% disagreed that principals treat teachers with fairness and equity without bias or prejudice during internal supervision while 24.7% agreed on the above. Again, 55.8% disagreed that principals respect the dignity of their teachers during internal supervision while 44.2% agreed. On principals treating sensitive information about teachers with utmost confidentiality, 66.5% disagreed while 33.5% agreed.



Principals interact with teachers showing professional integrity, honest and truthfulness, 54.4% disagreed while 45.6% agreed. Also, principals provides regular constructive feedback, focusing on their growth and development, 73.3% disagreed while 26.7% agreed. On principals offering teachers support by helping them navigate challenges and improve on their delivery practice, 70.4% disagreed while 29.6% agreed. That principals conduct fair and objective evaluations using clear criteria and multiple sources during internal supervision, only 65.4 disagreed while 34.6% agreed; 56.3% disagreed that principals foster positive collaboration and open communications with teachers during internal supervision while 43.7% agreed. However, the overall mean score and standard deviation are 2.20 and 0.50 respectively. Hence, it could be inferred that principals do not adopt/implement ethical supervisory practices during internal (school) supervision in public secondary schools in Rivers State.

**Research Question 2**

What are the principal’s challenges towards the adoption/Implementation of ethical supervisory behaviors during school supervision in public secondary schools in Rivers State?

**Table2:**

Principals challenges towards adoption/ implementations of ethical supervisory behaviours during school supervision

Description	SA	A	D	SD	MEAN	STD
Most Principals lack adequate training/knowledge of ethical supervision making it difficult to effectively implement the practice	181 49.7%	129 35.4%	33 9.1%	21 5.8%	3.29	0.94
Principals heavy workloads and limited time to providence ethical considerations	214 58.8%	136 37.4%	10 2.7%	04 1.1%	3.54	1.01
Principals need to navigate complex cultural and contextual factors impedersthere to adoption for ethical supervisory practices	166 45.6%	149 40.9%	42 11.6%	07 1.9%	3.30	0.95
Teachers resistance to change /skeptical of new supervisory approaches	202 55.6%	122 33.6%	31 8.6%	08 2.2%	3.42	0.97
Principal’s limited resources (training, support staff, or technology) including budget constraints or lack of access to professional development opportunities	201 55.2%	138 37.9%	12 3.3%	13 3.6%	3.44	0.99
Principals may avoid adopting ethical supervisory standards if they fear conflict with teachers, parents, or stake holders.	206 56.6%	146 40.1%	04 1.1%	08 2.2%	3.51	1.00
Principals priority for personal gain or self interest over ethical considerations for school supervision.	187 51.4%	132 36.3%	29 7.9%	16 4.4%	3.35	0.96



Principal personal bias and values to the supervisory relationship can impact on their ability to adopt ethical practices	134 36.8%	139 38.2%	66 18.1%	25 6.9%	3.05	0.81
Weighted mean score & standard deviation					3.36	0.95

Table 2 shows the distribution of teacher’s responses on their perceptions on principal’s challenges towards the adoption / implementation of ethical supervisory practices during school supervision. The results reveal that 85.1% of teachers agreed on principal’s lack adequate training/knowledge of ethical supervisory practices while 14.9% disagreed on it. Again, 96.2% of teachers agreed that principal’s workloads limit their time for ethical supervisory practices while 3.8% disagreed. Also 86.5% agreed that principals’ need to navigate complex cultural and contextual factors hinders their adoption of ethical supervisory practices while 3.5% disagreed. About 89.2% of teachers agreed that teachers resistance to change to new supervisory approaches hinders principals adoption of ethical supervisory practice while 10.8% disagreed. On principals limited resources and budget constraints or lack of access to professional development opportunities, 93.0% of teachers agreed to it as a challenge while 6.9% disagreed. Principal’s fear of conflict with teachers using ethical supervisory practices was agreed by 96.7% of teachers while 3.3% disagreed. Also 87.7% of teachers agreed that principals prioritization for personal gain and self interest hinders them to adopt ethical supervisory considerations while 2.7% disagreed. However, principals personal bias values to the supervisory relationship can impact on their ability to adopt ethical supervisory considerations were agreed by 75.0% of teachers while 25% disagreed. Going by the weighted mean scores (3.36) and standard deviation (0.95) on table 2 respectively, it could be observed that principals are challenged in many ways towards the adoption/implementation of ethical supervisory practices as responded by teachers.

**Research Question Three (3)**

What is the relationship of principals ethical supervisory practices and students academic performance in public secondary schools in Rivers State?

**Table 3:**

Simple Regression on the relationship of principals ethical supervisory practices and students’ academic performance in public secondary schools in Rivers State.

Model Summary

Model	R	R-square	Adjusted R-square	Coefficient of determination	Decision
1	-.724*	.538	.536	53.8	Positive and moderate relationship

The scale of measurement for table 3 applies’ Data on table 3 presents the summary of simple regression analysis on the of relationship of principals ethical supervisory practices and students academic performance in public secondary schools in Rivers State. With the model I, the regression scores came out as .724\*, the regression square coefficient as .538, while the adjusted regressive square was .536 and the coefficient of determination as 53.8%. When reference was made to the scale of measurement, 53.8% fell between 51 – 75% (high extent). Hence, judging by the coefficient of determining, it showed that, principals’ implementation of ethical supervisory practices, in public secondary school s in Rivers State relates positively and moderately.



### **Discussion of findings**

Principals ethical Supervisory practice(s) adoption/Implementation.

The finding of this study reveals that, principals do not adopt/implement ethical supervisory practice(s) is evidenced by the cluster (weighted) mean scores and standard deviation which stood at 2.20 and 0.50 respectively. The finding negates the notion of Wey-Amaewhile and Ogbonnaya (2024) that principals of many public secondary schools are not well grounded in the ethics of supervision of instruction. They do not have the needed skills and competence to flow with the new approaches to supervision of instruction and so do not want to engage in what they cannot finish or continue with. Continuing that, most principals of secondary schools prioritize attending every meeting scheduled to ethically supervising his/her staff. When a principal plans out his/her schedule for the days supervision, it makes his mood to operate on the decision. This findings also agrees with the findings of Makokha (2015), who opined that school internal supervision is more idiosyncratic in the sense that instructional supervisors in the environment are many but only the substantive principal (s) does the practice, others such as the vice principals sees it as the task of only the principal. Therefore, the principal alone cannot be effective and at times end to dodge from such responsibilities/practice(s)

### **Challenge to principals adoption/implementation of ethical supervisory practices.**

This finding reveals that challenges of principals to adopt/implement ethical supervisory practices during school supervision in public secondary schools in Rivers state as responded by teachers include among others principals inadequate training / knowledge of ethical supervisory practice(s), heavy workloads and limited time, complex cultural and contextual issues, teachers' resistance to change to new approaches, limited resources/budget constraints, fear of conflict with teachers, parents, or stake holders, priority for personal gain and self interest of principals, personal bias and values to supervision relationship etc. This findings connotes the ideas of Mc Queeny(2016), that for quality instructional supervision to be achieved, administrators of schools should be eager to fully adopt the ethics and be ready to strategies to turb these challenges bearing in mind its impact to both teachers instructional delivery and on the students' academic performance. To buttress this, quality instructional supervision can only bear good fruits only if the ethics are abided and strictly maintained. Some secondary school principals rarely supervise their staff in a school session. They only check if instructions are on in the classrooms but the way, techniques or pedagogies are not being monitored.

Jayesimi (2016) in his assertion, maintained that students academic progress has a strong link to teachers quality instructional delivery. Going by the above, it therefore goes to andior to the saying that human beings dislikes work unless they are corrected to do so. The essence of quality instruction, delivery can only be achieved if only principals of schools consent to work down on their challenges (Imereoma, 2024). However, principals should concede that nothing good comes easy. Yes, there may be too many woneloads, limited time, resistance from teachers etc but their resilience to achieve success matters.

### **Ethical supervisory Practices on Students Academic Performance**

This finding showcases the extent of relationship of principals ethical supervisory practices on students academic performance in public secondary schools in Rivers State. It shows that a higher extent of relationship principals supervisory ethical practices on students academic performance. Amaechi (2009) identified in her study that if principals supervisory practices ethics are properly applied, it can yield better result on the academic performance than yelling on the challenges. Continuing that, once teachers are well made/prepared and guided to deliver instruction, they will bring out the best in them to showcase quality input made on them. Certainly teachers quality delivery will make students academic performance better. Nwidedduh (2009) remarks that to command respect from teachers, the principal must maintain his / her integrity, be consistent and firm in handling responsibilities. Since classroom setting is determined by the quality of the teacher present , it also means that instructional delivery is dependent on the teacher preparedness which can be gotten from principal's close supervision A lesson well delivered enhances the cognitive, affective and



psychomotor domains of learners (Imereoma, 2024). To make academic performance of student a necessity, then principals adoption of ethical supervisory practice should be a drive in the right direction.

## **Conclusion**

The teaching profession as one of the noblest profession on earth requires the best bread of staff for quality delivery and output. However, if quality delivery and output are expected, there should be a strict adherence to the ethics of the practice. Supervision in schools are internally done by principals and from the findings of this study, it was concluded that principals of public secondary schools in Rivers State do not adopt / implement the ethics of supervision and have serious challenges constraining their efforts. However, the study found a high relationship of principals of ethical supervisory practices on students academic performance.

## **Recommendations**

The followings were recommended based on the findings of the study: The Ministry of Education (MOE) and Secondary Education Management Board (SEMB) in liaison with the state government should set regular checks either mounting a special squad (team) on principals supervisory practices examination and sanctions be meted on defaulters. Principals (administrators) of public secondary schools should strategic to work down on their challenges to adopt/implement the ethics of supervision owing to its recourse on the student's academic performance via teachers quality delivery.

The Ministry of Education (MOE) and Secondary Education Management Board (SEMB) should make plans either to re-train their secondary school administrators on the need of adoption/implementation of ethical supervisory practices and its impact on the teachers delivery of instruction vis-à-vis students academic performance.

## **References**

- American Counseling Association (A C A) (2014) Code of Ethics
- Aderiye, P.C (2024) . Active learning and students' academic performance on secondary schools. Rivers State, Portharcourt Journal of Studies, PHATOES,9(2), 350-361
- Akpakwu, S.O. (2016). Essential; pf Educational Management Makurdi Jalim press Nig. ltd.
- Amaechi, N.V. (2009). Principals and Teachers Perception of Constraints to Effective Supervision of Instruction by Principals in Secondary Schools in Owerri Education Zone of Imo State. An unpublished M. Ed thesis presented to the department of Education Foundations and Administration, Faculty of Education Imo State University, Owerri.
- Drani , R.B.(2017). Teacher educators' applications of active teaching and learning: A case of Belgium teacher training education in Uganda . Masters Dissertation submitted to university of Dar es salam
- Eskender, C.(2015). Ethical leadership practices of principals of government secondary schools in Addis Ababa. Unpublished masters thesis, submitted to the school of post graduate studies of Addis Ababa University of Arts in Educational Leadership and Management.
- Faremi, S.J., Ishola, O.S. , & Hassan, M.K. (2024) Enhancing professionalism, ethical standards , discipline and competency among teachers. In book Educational Management and Leadership. Papers in honour of Professor Joel Babatunde Babalola (pp427-439). Chapter 24. Publisher. The Department of Educational Management, University of Ibadan.
- Federal republic of Nigeria. National policy on Education (2013). NERDC, Abuja.
- Gikonyo, E.(2020). Ethical Leadership a key ingredient to secondary school management in Kenya. The International Journal of Humanities & Social Studies. <https://doi.org/10.24940/theijhss/2020/v8/i9/hs2009-092>.
- Harris, D & Sass, T.R., (2019) "The Effects of teacher training on teacher Value Added ," Unpublished Manuscript.
- Imereoma W.K-D (2024). Improving schools for effective instructional delivery in secondary schools in Rivers state. Portharcourt Journal. of Studies, 9(2), 527-534



- Ivagher et al. D.E. (2021) . Perceived influence of instructional supervision on students' academic performance in secondary schools in Makurdi Education zone of Benue state, Nigeria. *Journal of Interdisciplinary Studies*, 3(2), 46 -54. <https://iannajournalofinterdisciplinarystudies.com/index.php/1/article/view/68>
- Iroegbu, E.E & Uyanga, R.E. (2019). Teaching staff professional ethics and quality of educational output in Federal Universities South –South Zone of Nigeria. *American Journal of Educational Research*. 2019; 7(8): 548-560. Doi: 10.12691/education-7-8-4
- Jayesimi, G. (2016). Monitoring and supervision of pre-primary schools and primary schools in Nigeria; Historical analysis. In M. Omelewa (ed.) *Discourse on the state of education in Nigeria. A book of reading in Honour of Professor Israel Olu OSoakowe* Laurel educational publishers.
- Iorga, M., Ciuhodoru, T & Romedea, S-N .(2013). Ethic and Unethic students and the unethical behaviour during academic years . 93, 54-58. <http://doi.org/1016/sbspro.2013.09.151>
- procedia-Social and Behavioral science Journal .
- Makokha, N.V. (2015). Factors influencing principals' instructional supervision practices in public secondary schools in Makadara Sub-County, Nairobi County, Kenya. Unpublished masters degree project submitted to the Department of Educational Administration and Planning, University of Nairobi, Kenya.
- MC Queeny, E. (2016). Making ethics come alive. *Business communication Quarterly*, 69(2), 158-170
- Natural Association for Alcoholism and Drug Abuse Counseling (NAADAC) (2021)
- Nwideduh, S.B. (2009)000. Maintaining effective classroom control and discipline. In S.B. Nwideduh (ed). *Focus on effective teaching in schools*, Paragraphics.
- Sieinmarg, R, Anja, M., Anne, F.W., & Linda, W. (2014). *Oxford Bibliographies Academic Achievement*. <http://www.oxfordbibliographies.com/view/document>.
- Steinberger, L.(2019) . *Adolescence*, 8<sup>th</sup> ed. 273. New York , NY: Mc Graw-Hill.
- Wey-Amaewhule, B., & Ogbonnaya, E (2024). Principals ethical leadership behavior on administration of public secondary schools for goal achievement in Rivers State *International Journal of Innovative Social Sciences & Humanities Research* ,12 (1) : 86-98, [www.seahipublications.org](http://www.seahipublications.org)