



**PRINCIPALS' ETHICAL LEADERSHIP PRACTICES IN THE ADMINISTRATION
OF SECONDARY SCHOOLS IN OBOLLO AFOR EDUCATION ZONE
OF ENUGU STATE, NIGERIA.**



Onoyima, Ngozi S. (Ph.D)
onoyimangozi@gmail.com

&

Nnamdi Boniface Uche (Ph.D)
Department of Educational Management
Faculty of Education, Enugu State
University of Science and Technology (Esut), Agbani
Boniface.uche@esut.edu.ng

Abstract

*The study is focused on principals' ethical leadership practices in the administration of secondary schools in Obollo Afor Education Zone of Enugu State, Nigeria. Two research questions and two null hypotheses guided the study. Descriptive survey research design was chosen for the study. The entire population for the study was 1,562 teachers elicited from all public secondary schools in Obollo Afor Education Zone of Enugu State. 20% was used to get the sample of 312 teachers. A self-structured questionnaire, developed by the researcher titled "Principals' Ethical Leadership Practices Questionnaire" (PELPQ) was used for data collection. Three experts, two from the Departments of Educational Management and one from the Department of Mathematics and Computer Education (Measurement and Evaluation Unit), all from Faculty of Education, Enugu State, University of Science and Technology (ESUT) validated the instrument. Reliability coefficient of .76 was established using Cronbach Alpha reliability estimate. The research questions were answered using mean and standard deviation while the hypotheses were analyzed using *t* test statistics at .05 level of significance. The findings of the study among others revealed that the application of fairness as an ethical leadership practice by principals in the administration of secondary schools in Obollo Afor Education Zone of Enugu State is to a high extent. The researcher recommended among others that principals in the six Education zones of Enugu State, in particular and Nigeria as a whole should not be restricted to the application of fairness and accountability only but should embrace all the necessary ethical leadership practices in the administration of their schools.*

Keywords: *Ethical leadership practices, Administration.*

Introduction

Education is a concept that can be viewed through different facets. In broad terms one can say that it is related to knowledge, experience, learning and teaching, which means it is a process of acquiring knowledge, skills, values, beliefs and habits that enables an individual to develop and grow throughout his lifetime for himself and the generality of the society. Education can equally be seen as a process that helps individuals develop their critical thinking, problem solving and communication skills. It may be culturally transmitted and renewed, that is, it is a process where adult members of a society carefully guide the development of infants and young children, initiating them into the culture of the society. In line with the view of Onoyima and Aka (2023) it is a process through which an individual is exposed to a wide range of knowledge and skills. This process manifests in different forms thus: formal education which takes place in a structured environment, Informal education which exists within family, community and societal settings and non-formal education which exists outside the school setting but it is structured and organized.



In the words of Doharey, Verma and Verma (2023) education is a body of knowledge that encompasses various forms of learning which include; basic education, humanistic education, technical education, vocational education, financial education, social education, science technology education and many more. The authors further expressed the importance of education in our lives, for instance Nigeria, where poverty is a significant challenge, education offers a pathway to economic empowerment, resurgence and social mobility. Based on that education is highly valued and this involves all levels of education, but the area of focus in this study is secondary education under the leadership of principals' basically known as principalship.

Principals play crucial roles of shaping the educational experience of students, ensuring a safe and supportive learning environment, and promoting academic excellence. These roles/responsibilities of principals are what one may see as principalship. This can equally involve providing educational leadership and developing a clear vision for the school. Examining the roles of a principal, Olalekan (2023) described principalship as a well established position of the chief executive who provides instructional leadership by coordinating curricular, and co-curricular programmes. The author further stated that as a leader he/she holds a significant responsibility in ensuring a safe and nurturing intellectually stimulating environment for both students and staff. With their leadership skills and dedication they create positive learning experience that prepares students for success in their academic and personal lives.

In Okogbaa's (2020) point of view he described principalship as the totality of the processes of being a principal. This further stated that everything a principal does in carrying out his/her job in school is rooted in the concept of principalship. Analyzing the concept further Akinbode and Al Shuhumi (2018) in Okogbaa (2020) explained that principalship in the 21st century is defined as outcome based, value based and standard-based perceptions. That it is no longer about the principal being an administrator but about the outcomes; what the principal is able to achieve. The ability of a principal to achieve much however, may involve greatly his/her application of ethical leadership practices.

In addressing ethical leadership practices, ethics is often seen as the moral right and wrong. It may be defined as norms for conduct that distinguish between acceptable and unacceptable behaviour. Scholars, in the person of Nwangwu, Onoyima, and Aka (2019) stated that ethical norms are learnt in various places such as homes, schools, through religious doctrines and social settings. Ethics according to Singer (2025) is a discipline which is concerned with what is morally right and wrong. Furthermore, it is a term that can be applied to any system or theory of moral values or principles. Supporting the above discussion Caropression and Weese (2018) in Nwangwu, Onoyima and Aka (2019) described ethics as part of teaching profession which principals are involved. On that note, professional ethics is a set of self-imposed profession ideals and principles necessary for the attainment of professional excellence and self satisfaction. For a principal to have attained professional ethical qualities, he/she must have embraced ethical leadership practices in totality.

Ethical leadership in the words of Kennedy and Schofield (2023) is a state of basing all management decisions, values and morals on specific principles/practices such as: fairness, equality, honesty, respect and accountability. Fairness however, is treating everybody equally without favouritism. It is about creating a just equitable environment where everyone feels valued and respected. Equality as the name depicts is the ability to avoid discrimination. This means working with ethical leaders involves having equal play ground for all, viewing things with same eyes and handling issues with the same level of respect. Honesty, on the other hand is the ability to show sincereness. So when our leaders are honest, it creates an environment where people can openly discuss important issues. This feeds directly with trust. If you cannot be honest with someone then trust is eroded and you would not be able to hear the truth in that discussion either. Respect also, is the art of being respectful. This does not mean, you have to agree with every person's view but you show regard for their wishes, feelings and rights. Describing accountability, it is the ability to take the bull by the horn. That is to be responsible for your leadership. This involves being accountable for poor decisions and mistakes that occur. Some leaders make mistakes and move on quickly, while some lure the blames on someone, even the gods. However, being accountable for any mistake shows the maturity of the leader and people will always follow such a person.



These values supposedly form the basis of any ethical leadership. An example of ethical leadership may be in the case of managers who manage several employees in an organization and respect all the members, listen to their views and opinions, support their interests and beliefs and encourage the subordinates to always act in fairness, practice honesty, and be considerate of each other. A real life situation of ethical according to Kennedy and Schofield (2023) is the leadership of Mahatma Gandhi who motivated others to behave ethically through kindness and patience. These traits according to them dictates that an ethical leader needs to be a well rounded individual and it helps them deal with their positions and team members more fairly to create all-inclusive work environment. Based on the principles, ethical leadership practices may involve consistently demonstrating honesty, integrity, respect and accountability while fostering a culture of fairness.

Ethical leadership practices as far as this study is concerned focused on fairness and accountability in the administration of secondary education by school principals. Secondary education in Nigeria and Enugu State in particular has a span of 6years which is 3years of Junior Secondary School (JSS) and 3years of Senior Secondary School (SSS). According to Aka and Onoyima(2024) citing the National Policy on Education of the Federal Republic of Nigeria(2013) described secondary education as the educational phase that follows primary education and precedes tertiary education. The goals of this secondary education however, involve; provision of access to higher education, developing a well rounded individual and preparing students for the workforce.

In the words of Okeke ,Adepoju and Adetarami (2024) Nigerian educational system is administered by the Federal, State, and local governments. Federal Ministry handles national policy formation and ensures quality control in all levels of the educational system .State governments take up the responsibility of the administration of secondary education through the State Ministry of Education by Post Primary School Management Board (PPSMB) while Local governments handle Basic Education in their domain through the State Universal Basic Education Board (SUBEB). Secondary education according to the authors is a critical tier in the hierarchy of Education which students receive after their primary education. The scholars further stated that it completes the provision of Basic Education that began at the primary level and aims at laying the foundations for lifelong learning and human development, by offering more subjects or skill oriented instruction using more specialized teachers as it is the pivot of higher education . It influences to large extent the quality of the input and output from tertiary institutions.

Based on the above discussion, secondary education may be seen as very crucial in the life of every student and those who value education as it boosts the economy of every Nation. The administration of secondary education at school level however, revolves round the principal who gives day to day account of the school. Secondary schools cannot be managed alone by principals. It is a team work that involves the entire staff. Among the staff are teachers who deliver curriculum instruction in the classroom and other extra-curricular activities.

A teacher therefore, is an individual who plays a vital role in shaping the minds and future of students. He/She is regarded as a professional educator. It is pertinent to note that a teacher according to Wikipedia (2025) is a person who helps students to acquire knowledge, competence or virtue, via the practice of teaching. Supporting the above definition, a teacher may be regarded as: (a) an instructor who provides knowledge, skills and values to students. (b) a guide who supports and directs students in their learning journey. (c) a mentor who offers guidance, advice and encouragement to students and (d) a facilitator who creates an environment that promotes learning, exploration and discovery. Also, in the words of Spencer Clerk group (2025), a teacher is a professional who educates about a certain subject(s), that the duties vary depending on the educational setting, age and capability of the students and that the primary goal is to inspire, motivate and encourage students. These teachers, being discussed are inevitable tools that cannot be exchanged for any other thing as far as education is concerned. They are the brain behind the achievement of educational goals and drastic economic enhancement.

Sequel to the above discussion, these teachers are neither male nor female. Teaching is a vocation, that anybody who wishes and is qualified can be absorbed. The profession does not discriminate. It is gender positive. Gender however, refers to the socially constructed characteristics,



roles and behaviours associated with being male, female or others as opposed to biological sex. World Health Organization (2025), described gender as characteristics of women, men, girls and boys that are socially constructed. This according to WHO include norms, behaviours and roles associated with being a woman, man, girl or boy, as well as relationships with each other. Also, Johns Hopkins University Affiliate (2025) referred to gender as economic, social, political, and cultural attributes and opportunities associated with being women and men. The scholars further stated that the social definitions of what it means to be a woman or a man vary among cultures and change over time. That gender is a socio cultural expression of particular characteristics and roles that are associated with reference to their sex and sexuality. From the foregoing principals ethical leadership practices in the administration of secondary schools in Obollo Afor Education Zone of Enugu State requires collaboration as teaching/administration is a team work which everybody within the circle should be deeply involved for the achievement of educational goals.

Statement of the Problem

Administration at any level of the educational system is never an easy task. It requires will power and determination to carry out the tasks. So, as an administrator, manager, leader of any institution, a lot is expected of you. Principals who are the administrators of secondary schools are not left out in this crucial role. Ethical leadership practices of these principals are of great importance for goal achievement. Principals in Obollo Afor Education Zone of Enugu State are not left out in this crucial administrative requirements, hence the present study on “Principals Ethical Leadership Practices in the Administration of Secondary Schools in Obollo Afor Education Zone of Enugu State, Nigeria”.

Purpose of the Study

The general purpose of this study is to find out the extent to which principals ethical leadership practices are applied in the administration of secondary schools in Obollo Afor Education Zone of Enugu State. In a more specific term, the study sought to:

- 1) examine the extent principals apply fairness as an ethical leadership practice in the administration of secondary schools in Obollo Afor Education Zone of Enugu State .
- 2) investigate the extent principals apply accountability as an ethical leadership practice in the administration of secondary schools in Obollo Afor Education Zone of Enugu State.

Research Questions

The following research questions guided the study:

- (1) What are the extent principals apply fairness as an ethical leadership practice in the administration of secondary schools in Obollo Afor Education Zone of Enugu State?
- 2) What are the extent principals apply accountability as an ethical leadership practice in the administration of secondary schools in Obollo Afor Education Zone of Enugu State?

Hypotheses

The following hypotheses were tested at .05 level significance:

H₀₁: There is no significant difference between the mean scores of male and female teachers on the extent principals apply fairness as an ethical leadership practice in the administration of secondary schools in Obollo Afor Education Zone of Enugu State.

H₀₂: There is no significant difference between the mean scores of male and female teachers on the extent principals apply accountability as ethical leadership practice in the administration of secondary schools in Obollo Afor Education Zone of Enugu State.



Method:

The study adopted descriptive survey research design. This according to National Library on Medicine-National centre for Biotechnology Information (2015) is “the collection of information from a sample of individuals through their responses to questions”. The design was accepted because the study involved the use of structured questionnaire which helped in eliciting information from the respondents. Two research questions and two hypotheses guided the study. The population for the study was 1,562 teachers elicited from secondary schools in Obollo Afor Education Zone of Enugu State. 20% was used to get the sample size of 312 teachers. This according to Nworgu (2015), stated that for a population up to 1000, use 20%, for a total population of 5,000 use 10% and for a population of 10,000 use 5%. The instrument for data collection is a twenty (20) items questionnaire developed by the researcher titled “Principals Ethical Leadership Practices Questionnaire (PELPQ). The instrument was divided into two sections; ‘A’ for bio data of the respondents and ‘B’ for response of respondents to item questions. The response to the research questions were ; Very High Extent(VHE)-4points, High Extent (HE)-3points, Low Extent (LE)- 2points, Very Low Extent (VLE)- 1point. The instrument was face validated by three experts, two from the Department of Educational Management, Faculty of Education, Enugu State University of Science and Technology(ESUT) and one from the Department of Mathematics and Computer Education (measurement and evaluation unit) of the same address. Reliability coefficient of .76 was established using cronbach Alpha reliability estimate. 312 copies of questionnaire were printed and distributed with the help of two research assistants who were briefed on the method of distribution and collection. Out of the whole lot distributed only 303 copies of the questionnaire were retrieved bringing the return rate to 97%. Mean with the standard deviation was used to answer the research questions while t test statistics was used to test the null hypothesis at.05 level of significance. The study also made use of $n > 2.50$ as region of acceptance while $n < 2.50$ as region of rejection for the research questions.

Result

Data Presentation and Analysis

Three hundred and twelve teachers (312) were sampled in all which comprised one hundred and two (102) males; and two hundred and ten (210) females. Ninety-three (93) copies of male questionnaire and one hundred and ninety-seven (197) copies of female questionnaire were properly responded to. Thus a total of two hundred and ninety properly responded instrument was used for the analysis. The data is analyzed using mean with standard deviation and presented in a table as follows:

Research Question 1: What are the extent principals apply fairness as an ethical leadership practice in the administration of secondary schools in Obollo Afor Education Zone of Enugu State?



Table 1: Mean responses on extent principals apply fairness as an ethical leadership practice in the administration of secondary schools in Obollo Afor, Education Zone of Enugu State.

S/N	Items	Male Mean	Male SD	Female Mean	Female SD	Average Mean	Average SD	Decision
1	Building trust among stakeholders	2.56	.88	2.77	1.09	2.67	.99	A
2	Creating positive school environment	2.78	.97	2.59	1.04	2.59	1.01	A
3	Treating every individual equally without bias	2.56	1.01	2.92	.76	2.74	.89	A
4	Promoting justice	2.57	.96	2.50	.88	2.54	.92	A
5	Fostering inclusive environment	2.79	1.07	2.69	1.04	2.74	1.06	A
6	Creating supportive environment that make students thrive academically	3.00	1.12	3.08	.86	3.04	.99	A
7	Promoting professional development among teachers	2.78	1.20	2.77	1.24	2.78	1.22	A
8	Handling complaints constructively	2.89	.78	2.85	1.41	2.87	1.09	A
9	Taking decisions based on clear evidence	2.89	1.17	2.50	1.45	2.70	1.31	A
10	Creating environment for effective communication	3.11	.93	2.92	.76	3.02	.85	A
	GRAND MEAN	2.79	1.00	2.76	1.05	2.78	1.03	A

Key: \bar{x} – Mean; SD – Standard Deviation *Table 1* displays the data driven from the responses of the male and female teachers on the extent principals apply fairness as an ethical leadership practice in the administration of secondary schools in Obollo Afor, Education Zone of Enugu State.

Table 1 above shows the data driven from the responses of the male and female teachers on the extent principals apply fairness as an ethical leadership practice in the administration of secondary schools in Obollo Afor, Education Zone of Enugu State. Generally, both male and female teachers accepted that to a high extent, the principals apply fairness as an ethical leadership practice in the administration of secondary schools in Obollo Afor, Education Zone of Enugu State. This is because, their grand mean score of 2.78 exceeded the criterion mean of 2.50. Meanwhile, the responses of the respondents both male and female teachers on the item listed as Building trust among stakeholders; Creating positive school environment; Treating every individual equally without bias; Promoting justice; Fostering inclusive environment; Creating supportive environment that make students thrive academically; Promoting professional development among teachers; Handling complaints constructively; Taking decisions based on clear evidence; and Creating environment for effective communication were all to a high extent, accepted as being applications of fairness as an ethical leadership practice in the administration of secondary schools in Obollo Afor, Education Zone of Enugu State. This is because, their respective mean scores of 2.67; 2.59; 2.74; 2.54; 2.74; 3.04; 2.78; 2.87; 2.70 and 3.02, exceeded the criterion mean of 2.50.



Research Question 2: What are the extent principals apply accountability as an ethical leadership practice in the administration of secondary schools in Obollo Afor Education Zone of Enugu State?

Table 2: Mean responses on extent principals apply accountability as an ethical leadership practice in the administration of secondary schools in Obollo Afor, Education Zone of Enugu State.

S/N	Items	Male Mean	Male SD	Female Mean	Female SD	Average Mean	Average SD	Decision
1	Establishing clear goals	2.89	1.05	2.92	1.04	2.91	1.05	A
2	Regular monitoring of school operation	2.56	1.33	2.54	1.05	2.55	1.19	A
3	Offering constructive criticisms to teachers	2.78	1.30	3.00	1.00	2.89	1.15	A
4	Addressing areas of concern	2.67	1.32	2.50	.97	2.59	1.15	A
5	Taking responsibility for the schools' performance	3.11	1.05	2.69	1.11	2.90	1.08	A
6	Demonstrating accountability for the schools' performance	3.33	1.11	2.81	1.18	2.82	1.15	A
7	Fostering an environment of transparency	2.68	1.13	3.00	1.00	2.72	1.07	A
8	Improving teachers productivity	3.11	.93	2.50	1.20	2.81	1.07	A
9	Identifying areas of improvement in the school	2.67	1.11	3.00	1.00	2.84	1.06	A
10	Making effective choices	3.00	.87	2.62	1.19	2.81	1.03	A
	GRAND MEAN	2.88	1.12	2.76	1.07	2.82	1.10	A

Key: \bar{x} – Mean; SD – Standard Deviation *Table 2* displays the data driven from the responses of the male and female principals on the extent principals apply accountability as an ethical leadership practice in the administration of secondary schools in Obollo Afor, Education Zone of Enugu State.

Table 2 above shows the data driven from the responses of male and female teachers on the extent principals apply accountability as an ethical leadership practice in the administration of secondary schools in Obollo Afor, Education Zone of Enugu State. Generally, both male and female teachers accepted that to a high extent, the principals apply accountability as an ethical leadership practice in the administration of secondary schools in Obollo Afor, Education Zone of Enugu State. This is because their grand mean score of 2.82 exceeds the criterion mean of 2.50. Besides this, all the items listed as responded by the teachers respectively such as Establishing clear goals; Regular monitoring of school operation; Offering constructive criticisms to teachers; Addressing areas of concern; Taking responsibility for the schools' performance; Demonstrating accountability for the schools' performance; Fostering an environment of transparency; Improving teachers' productivity; Identifying areas of improvement in the school; and Making effective choices. Their respective mean scores of 2.91; 2.55; 2.89; 2.59; 2.90; 2.82; 2.72; 2.81; 2.84; and 2.81 each, exceeded the criterion mean score of 2.50.

H₀₁: There is no significant difference between the mean scores of male and female teachers on the extent Principals apply fairness as an ethical leadership practice in the administration of secondary schools in Obollo Afor, Education Zone.

Table 3: T-test Analysis of Male and Female teachers on the extent Principals apply fairness as an ethical leadership practice in the administration of secondary schools in Obollo Afor, Education Zone.

Status	N	Mean	SD	Df	t-value	t-cal	Decision
Male Teachers	93	2.79	1.00	288	1.98	0.24	Reject
Female Teachers	197	2.76	1.05				H ₀

From the table, it can be seen that the *t-cal.* 0.24 is less than the *t-value* 1.98, the researcher therefore does not reject the null hypothesis and states that, there is no significant difference between the mean scores of male teachers and female teachers on the extent Principals apply fairness as an ethical leadership practice in the administration of secondary schools in Obollo Afor, Education Zone of Enugu State.

H₀₂: There is no significant difference between the mean scores of male and female teachers on the extent Principals apply accountability as an ethical leadership practice in the administration of secondary schools in Obollo Afor, Education Zone.

Table 4: T-test Analysis of Male and Female teachers on the extent Principals apply accountability as an ethical leadership practice in the administration of secondary schools in Obollo Afor, Education Zone.

Status	N	Mean	SD	Df	t-value	t-cal	Decision
Male Teachers	93	2.88	1.12	288	1.98	0.86	Reject
Female Teachers	197	2.76	1.07				H ₀

From the table, it can be seen that the *t-cal.* 0.86 is less than the *t-value* 1.98, the researcher therefore does not reject the null hypothesis and states that, there is no significant difference between the mean scores of male teachers and female teachers on the extent Principals apply accountability as an ethical leadership practice in the administration of secondary schools in Obollo Afor, Education Zone of Enugu State.

Discussion of Findings

On the extent Principals apply fairness as an ethical leadership practice in the administration of secondary schools in Obollo Afor, Education Zone of Enugu State. Findings revealed that, all the respondents both male and female teachers on the items listed, as Building trust among stakeholders; Creating positive school environment; Treating every individual equally without bias; Promoting justice; Fostering inclusive environment; Creating supportive environment that make students thrive academically; Promoting professional development among teachers; Handling complaints constructively; Taking decisions based on clear evidence; and Creating environment for effective communication were all to a high extent, accepted as being applications of fairness as an ethical leadership practice in the administration of secondary schools in Obollo Afor, Education Zone of Enugu State. All these show that that the principals to a high extent, apply fairness as an ethical leadership practice in the administration of secondary schools. This is in consonant with Womemi (2024) who opined that, fairness (integrity) has to do with doing the right thing through words, actions and beliefs when none is watching. The principal in the school needs to be upstanding in character traits and work ethics including sound judgment, honesty, dependability, and loyalty. The author continued by stating that, Principals therefore, are expected to use such ethical practice to control the way activities are carried out in the school. The act of planning and execution of school daily routines by the principal and his team calls for ethical behaviour like fairness and integrity to enhance school development. Integrity fortunately is a necessity for principals as well as the teachers to discharge their duties professionally. Darby (2024) notably, opined that, fairness is a core ethical leadership attribute. Fairness is about how humans interact with each other and expect to be treated. We expect to be treated fairly and in return we treat others fairly. Showing fairness as ethical leadership practice is essential particularly as findings have revealed that, there is no significant difference between the mean scores of male teachers and



female teachers on the extent Principals apply fairness as an ethical leadership practice in the administration of secondary schools in Obollo Afor, Education Zone of Enugu State.

On the extent Principals apply accountability as an ethical leadership practice in the administration of secondary schools in Obollo Afor, Education Zone of Enugu State. Findings revealed that all the listed items as responded by the teachers respectively such as: Establishing clear goals; Regular monitoring of school operation; Offering constructive criticisms to teachers; Addressing areas of concern; Taking responsibility for the schools' performance; Demonstrating accountability for the schools' performance; Fostering an environment of transparency; Improving teachers' productivity; Identifying areas of improvement in the school; and Making effective choices. All these show that the principals to a high extent, apply accountability as an ethical leadership practice in the administration of secondary schools. This is in consonant with Faloyin and Onasanya (2023), who asserted that, Principals should always make sure that they effectively comply with decision-making, ethical instructional leadership, instructional supervisory, communication, collaborative, and accountability leadership behaviours in their dealings with teachers in the school in order to have a positive impact on teachers' job satisfaction. The authors maintained that, it is because teachers' commitment in public secondary schools in Nigeria could be predicted on the basis of the ethical leadership behaviours fostered by principals. Notably, Opiew, Ferede and Daksa (2017) opined that the successes of schools might be depending upon appropriate school leadership and principals who are highly sensitive to identify the needs try to meet the needs of the workers. Furthermore, Darby (2024) stated that, accountability is being accountable for poor decisions and mistakes, is a good thing; this is another important attribute of ethical leadership. Some of us make a mistake and like to move on quickly, others like to blame someone or even the gods. Womemi (2024) stated that School principals can also apply accountability as an ethical practice. This is maintaining that accountability refers to having obligations to others in the organization. These obligations according to the author involve specific actions that a principal should complete in order to fulfill his role as a manager and member of the school organization. This practice helps the principal in providing guidance and mentorship to the teachers. In this case, the principal makes proper forecasting of how work must be done by the teacher or any other staff so as to ensure that quality service delivery is achieved. In essence, principals must endeavor to show accountability in all their activities as findings also revealed that there is no significant difference between the mean scores of male teachers and female teachers on the extent Principals apply accountability as an ethical leadership practice in the administration of secondary schools in Obollo Afor, Education Zone of Enugu State.

Conclusion

Conclusively, ethical leadership practices are worth principles that every leader should aspire for. This does not end with fairness and accountability but cuts across all ethical leadership practices. From the discussion so far, it is believed that it gives room for success, job satisfaction, productivity, and goal achievement. Principals of secondary schools in all the six education zones of Enugu State and Nigeria in general should see ethical leadership practices as challenge that must be tackled. Managers of organizations however, are not left out in this clarion call.

Recommendations:

Based on the findings, the following recommendations were made:

- 1) Principals in all the education zones of Enugu State should adopt fairness and accountability as ethical leadership practices in the administration of their schools.
- 2) Principals in Enugu State and Nigeria generally should not be restricted to fairness and accountability alone but all the ethical leadership practices necessary in the administration of secondary schools.



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