



ADMINISTRATOR'S SUPERVISION IN SECONDARY SCHOOLS: ETHICAL STANDARDS FOR SUSTAINABLE NATIONAL DEVELOPMENT



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Abstract

The study focused on secondary school administrators' supervision; a look at the ethical standards for sustainable national development. Ethical standards are a set of principles and values that guide an organization's conduct, ensuring right and wrong behavior in practice. They help define what is considered acceptable and unacceptable behavior within an organization, fostering a positive work environment, and building trust with stakeholders. These standards are crucial for shaping organizational culture, promoting ethical decision-making, and preventing unethical practices. School administrators, otherwise known as principals are leaders and managers of schools, and they are in charge of all supervision that takes part in schools. They implement supervisory practices to ensure that school goals are attained and achieved. In order to achieve that, there is need for them to maintain and follow ethical standards and values. Principals, who are supervisors must apply the same assessment standards and evaluation procedures to all teachers, ensuring objective and non-biased outcomes. They should avoid favoritism and treat everyone with equal respect. Also, they should be truthful in their communications and actions, ensuring transparency in decision-making processes. School administrators should also avoid misleading information or manipulation, possess the necessary knowledge and skills to effectively guide and support teachers, and utilize best practices in supervision and evaluation. The ethical standards are followed and maintained in order to maintain and sustain the sustainable national development. Sustainable national development is a process that focuses on improving the well-being of current and future generations while maintaining the resilience of economic, social, and environmental systems

Keywords: School Administrators, Supervision, Ethical Standards, Sustainable National Development

Introduction

School administrators use supervision to ensure the effective functioning of the school, improve teaching and learning, and achieve educational goals. Supervision involves evaluating, assessing, and guiding teachers and staff to enhance their performance and improve student outcomes. It's a key component of school administration, focusing on the day-to-day management of teachers and the overall quality of instruction. School supervision in education involves the oversight and leadership provided by designated officials to improve the quality of teaching and learning. It focuses on monitoring, evaluating, and guiding teachers and staff to enhance their performance and ultimately



improve student outcomes. Here this process involves various techniques like classroom observation, feedback, and training to ensure effective instruction.

The principal is the chief executive officer saddled with the daily operation of a secondary school. Amajuoyi (2022) averred that the principal is an instructional leader who is responsible for the supervision, monitoring, evaluation and dissemination of current information on management and academic matters to teachers for effective teaching and learning process. Administrators or as in this case principals are saddled with frequent tasks in the administration of secondary schools. Principalship is an administrative position considered to be highest in chain of command of power in secondary school which is occupied by a person charged with the tasks of planning, controlling and coordination of human, material, financial and time resources to foster the attainment of the school goals and objectives. The school principal as the instructional leader is entrusted with the responsibility of improving the excellence of instructional delivery through enough supervision of teachers. The school principals are the management whose duty is to provide diversity of supervision techniques for teachers to see the need for change, plan for change and practice new behaviour for effectual teaching and learning.

The role of education in global and national development cannot be overemphasized. Administratively, the principals ensure that the noble goals and objectives of secondary education are achieved. Administration entails the management at school programmes and activities. School administration is carried out by the administrator which is known as the principal in secondary schools. The success of secondary schools depends largely on the principals as the head of administration. Principals are saddled with administrative functions such as school community relations, management of school finance, staff and student personnel administration, evaluation, curriculum development, supervision of instructions. Effective school administration cut across effective leadership, communication, commitment, social interaction, persuasion and risk management (Agu, et al., 2021).

Kamindo in Ogunode (2021) viewed supervision as leadership for the improvement of instruction and ultimately student learning. These definitions suggest that the role of supervision is to improve teaching and learning through a deliberate emphasis on ways and means of instilling excellence in the quality of instruction. Supervision is a process which strives to stimulate others towards greater effectiveness or productivity.

Supervision

Supervision is a way of stimulating, guiding, improving, refreshing and encouraging and overseeing certain group with the hope of seeking their cooperation in order for the supervisors to be successful in their task of supervision. It is essentially the practice of monitoring the performance of school staff, noting the merit and demerits and using befitting and amicable techniques to ameliorate the flaws while improving on the merits thereby increasing the standard of schools and achieving educational goals. The term supervision is derived from word “Super video” meaning to oversee. It is an interaction between at least two persons for the improvement of an activity. It is also a combination or integration of processes, procedures and conditions that are consciously designed to advance the work effectiveness of individuals and group.

Secondary education occupies a unique position among all levels of broad education. The goals of secondary education include: the preparation of the individuals for useful living within the society and higher education. Thus, in order to achieve the stated goals, there is need effective supervision of instruction in secondary schools. In general, instructional supervision is geared toward the improvement of the teaching and learning process for the benefit of both the teachers and the learners. Evidence from previous studies conducted by scholars (Gregory, 2010) showed that instructional supervision has always been regarded as essential and integral parts of school administration and basically geared towards the improvement of all factor in teaching and learning. Supervision is a professional activity concerned with the development, maintenance, and improvement and must be carried regularly in order to identify the problems militating against the progress of the school system and also to proffer solutions to these problems. This paper has explained the characteristic, functions challenges and the way forward to effective supervision for better performance in school management.



Supervision is a professional activity concerned with the development, maintenance, and improvement of school instructional programmes, especially its curriculum and teaching staff (Ochai, 2013). Supervision is playing the role in deciding the nature, the content of the curriculum, and selecting the materials to facilitate teaching and learning process. Chike-Okolo (2016), asserted that supervision is a process that brings about improving the quality of instruction of people who are working with students. He further stated that supervision involves stimulating the growth and helping teachers to help learners. Supervision is therefore a tool for enhancing teachers' knowledge, attitudes and skills in teaching and learning process to facilitate the achievement of educational goals and objectives. According to Asemah (2010), supervision is a way of advising, stimulating, guiding, improving, refreshing, encouraging and overseeing their operations, in order for the supervisors to be successful in their task of supervision.

Characteristics of Supervision

The characteristics of supervision as outlined by Osburn (2012) in Omorobi (2012) are as follows:

Collaboration: Participants in educational process are expected should make suggestions and provide useful services to separate supervisory administrative staff, which little impact. In reality, there should be cooperation among those involved supervisory duties. In actuality, all supervisory responsibilities should be shared rather than separated by the parties involved. The objective of the school be thwarted if maximum cooperation is not achieved because it is anticipated to be a cooperative process in which all the parties involved work together to improve teaching and learning practices in schools.

Integrated: Supervision has a single goal of ensuring that all the school units are working are working in same direction toward a single goal in order to avoid in order to avoid wasting time, effort, and resources in the pursuit of those goals. This means that school supervision aims to bring the goals of the school together.

Flexible: Unlike traditional inspection, School supervision must be flexible. It should be flexible and adaptive or dynamic in nature.

Science: Supervision should be specifically structured, based entirely on controlled teaching and learning process, to ensure that the result will provide recommendations for consistent adjustment with the focus on training more adapted and effective learners.

Standing: School supervision should not be interrupted and should not be permanent in the sense that it should encourage those involved in the teaching learning process.

Functions for School Supervision

These functions define the numerous activities that take place during the supervisory process. The function can be divided into seven categories, as indicated in the National Open University (2019).

Goal development: The primary function of supervision is to guarantee that teachers and supervisors collaborate achieve the school's objectives. It's worth noting that the school's objectives are derived from societal objectives. Goal development as a function of supervision is a continuous that requires constant investigation, evaluation, modification, (if necessary) change of the teaching/learning process goal through collaborative effort of both the teachers and supervisors. Regularity of goal development concern is a clear evidence of monitoring systems sensitivity and responsiveness to the dynamism of the societal goal.

Motivation: Everyday, teachers and learners re confronted with a wide range of problems of varied degrees of difficulty. These issues could be related to educational organizational inputs, expected learning outcomes, curricula programs, and actual learning. While the teacher may be able to handle some of these issues on his own right away, many may others may take days to overcome and will



require the supervisor's support. In all situations, the supervisory mechanism in place should be capable of quickly resolving new issues.

Professional Growth: Teachers are experts in their fields. They are educated, yet the requirements, challenges, and goals of the society that owns the educational system, as well as the society's expectations of teachers, are constantly changing. Teachers, as stewards of the society's education, must adapt to and reflect changes in technology, goal development, learning engagements, and the learning environment of educational institutions. Teachers must be exposed to a continuous, comprehensive, and systematic program of in-service training to enable them to cope with these changes. It is the responsibility of supervision to initiate the support, coordinate, and facilitate the implementation of the professional development program for teachers and supervisors. As the educational system grew, more professional supervisors and teachers are needed.

Programme Development: Teachers are primarily responsible for developing curricula and co-curricular activities. In this case, the supervisor's job is to provide appropriate supplementary technical and professional services and support. The programme developed for teaching/learning process at the level of either an educational sub-system or an individual school or classroom. As a result, modifications in these objectives are expected to lead to acceptable outcomes. Changes in the programmed development is aided by the supervisory system.

Control and coordination: Education is system comprised of a number of interacting parts. Each unit has its own objectives to meet while also contributing to the system's or sub-system's broader objectives. It is a basic role of supervision to ensure that the various units are properly coordinated. In order to develop the supervisory system and increase and increase the quality of education for learner, effective coordination necessitates the establishment of a complete system of communication among the units.

Problem solving: Teachers and learners are often confronted different problems of varying degree of difficulty. These problems may be related to inputs into educational organization, anticipated learning outcomes, curricula and co-curricular programmes and actual learning. Some of these problems may be solved by the teacher immediately and some which requires intervention of the supervisor, may take some days or weeks. The supervisory system put in place should that which is readily prepared to facilitate the resolution of emerging problems.

Evaluation of educational outcomes: Evaluation is the process of ascertaining the decision area of concern, selecting appropriate information, collecting, and analyzing the information in order to report the summary of the data which is usefully policy makers in selecting among alternatives. Evaluation is the act of examining the worth, significance, quality, amount, degree, emphasis or condition of some the comparison of situation used as standard of comparison whose quality is well known. Therefore, supervision is worthless if the actual need is perceived beforehand. No effective guidance can be provided without evaluation.

Administrator's Supervision

In secondary schools, principals oversee the supervision of activities. They are involved in ensuring that all staff carry out their activities well and are diligent. Supervision in schools are essential as they help minimize wastages and also reduce bottlenecks and laziness amongst staff. The principal according to Dikeogu and Eric (2019) in carrying out their duties and skills assist the teacher to perform effectively in the areas of preparation of lesson plan and lesson notes before lesson delivery, good use of instructional methods and teaching aids, keeping and maintaining of school records, classroom management and among others. Through supervision the administrator can provide meaningful feedback and direction to teachers that can have profound effects in the teaching and learning that occurs in the classroom. Principals' supervision is a critical issue in educational leadership, it involved



lots of leadership aspects, identifying, supervision, teachers' skills, students' performance, the effectiveness of the school types and technical skills.

Therefore, the role of a school principal is to supervise, plan, develop competitive strategies/techniques for the school. Thus, a principal's duty is very challenging and should be able to differentiate between administrative duty and supervisory techniques. The principal as an instructional leader as Dikeogu and Eric (2019) stressed is responsible for maintaining and improving the quality of instructional programmes for the effective and efficient attainment of the set educational objective of the school. The functions of the principal as instructional leader include managing curriculum and instruction and supervision of classroom instruction among other function. In managing curriculum and instruction, the principal must assume responsibility and leadership functions concerning the curriculum that is foremost in establishing an effective instructional programme.

The administrator plays the role of the team leader in relation to curriculum development. Supervising classroom instruction involves the principal observing a teacher and analyzing his or her classroom practice and the teaching and learning process. This is a situation where the teacher is working directly with the learners and the principal is present as a witness to observe systematically classroom events. Principals as school heads, therefore need to provide support to teachers, they have to be involved in the implementation of instructional programmes by over seeing what teachers are doing with the students. A good principal should devote himself to supervise the teaching and learning process in his school. The vice chancellor as the supervisor in the university system is the one who oversees the activities of teachers and other workers in the current system to ensure that they conform to the generally accepted principles and practice of education.

Ethical standards in school supervision for sustainable national development

There are ethical standards to be kept while carrying out supervisory activities in secondary schools. These are important in order to ensure that supervisory standards are maintained. Ethical standards in schools encompass a set of principles that guide the conduct of educators, administrators, and students. These standards aim to create a safe, fair, and respectful learning environment, fostering integrity and promoting positive behaviors. Key areas include fairness, respect, honesty, and confidentiality, influencing relationships between all members of the school community. Generally, ethical standards in school supervision emphasize fairness, impartiality, and respect for all parties involved, ensuring a positive and supportive environment for students and staff. Supervisors must adhere to principles like joint responsibility, impartiality, and transparency, fostering a culture of trust and accountability. These standards also extend to addressing potential conflicts, protecting confidentiality, and ensuring equitable access to resources and opportunities.

Principals' ethical supervisory behaviour depicts that teachers are well supervised regularly. This is to ensure that teachers are up and doing in the discharge of their duties. Also, it is to ensure the effectiveness of teaching and learning delivery in the secondary schools demands that teachers should be constantly supervised during classroom instructions. Principals perform this role/function through instructional supervision. According to Kochlar (2015), instructional supervision is one of the critical administrative functions of a school administrator that involves overseeing and guiding the teaching and learning process in an academic institution. Kochlar, Makokha and Okolo (2018) studies further sees instructional supervision as those activities which are primarily and directly concerned with studying and improving the conditions which surround the learning and growth of pupils, and also include whatever is done to improve on the teachers' ability and competence to deliver lessons to improve on pupils' learning.

Supervision in school is seen as a process for teachers' improvement purposes which include among other things ensuring that teachers perform their assigned functions. There are many reasons for instructional supervision in schools. Some of these according to Ogunu (2018) are: to make sure that teachers are performing the duties which they are employed to do; assisting teachers to develop and utilize methods and materials which will improve the progress of a child and improve teachers' professional effectiveness; to know the performance of teachers recruited; to discover special abilities possessed by the teachers in school; to provide opportunities for teachers development; to know the



effectiveness of classroom management by teachers; to appraise the performance of the school through the use of competent and committed teachers; and to identify the needs of teachers in the school. Essentially, in schools, school principals are expected to uphold high ethical standards in their supervisory roles, emphasizing fairness, honesty, integrity, and accountability. They must prioritize student well-being and ensure a just and equitable environment for all. Additionally, principals should be role models, demonstrating ethical behavior themselves and fostering a culture of ethical conduct within the school.

Sustainable national development is a concept that ensures a balance in all sectors of the economy. A balanced approach to development that considers economic, social, and environmental needs, ensuring they are met without compromising the ability of future generations to meet their own. It involves improving opportunities for individuals and communities to achieve their aspirations while maintaining the resilience of economic, social, and environmental systems. Essentially, it's about finding a way to grow and thrive now without harming the planet or future generations. Sustainable development, approach to social, economic, and environmental planning that attempts to balance the social and economic needs of present and future human generations with the imperative of preserving, or preventing undue damage to, the natural environment.

The basic ethical standards of supervision in schools are honesty, integrity, fairness and accountability. These standards must be upheld by principals in secondary schools as it relates to supervision. When these are maintained, it enhances sustainable national development and paves way for more growth within the society. Education can be used as a transformative tool in enhancing growth and development, and so, if ethical standards are maintained in supervisory practices by administrators in schools, it would foster education, which will in turn enhance sustainable development within the country.

Conclusion

Principals are heads of schools and guide all activities that take place within schools. They partake in supervision and ensure that tasks are carried out accordingly and no stone is left unturned in the discharge of duties. They are expected to maintain the ethical standards of supervision in schools which include fairness, honesty, integrity and accountability. These ethical standards are important for sustainable national development.

Recommendations

Principals of secondary schools should regularly display ethical standards while carrying out supervisory practices. They must ensure that they are accountable and fair in their practice. They should highly foster ethical manners in their decision making through active teachers' participation in decision making process. This will in turn stand to impact greatly on teachers' performance in secondary schools.

They should avoid bias and favoritism of teachers in schools

Principals must put up integrity and must show honesty in the discharge of their supervisory practices

They should avoid discriminating teachers and students, and also ensure that they collaborate with staff in the school in order to achieve educational goals and objectives for national sustainable development.

They should show empathy towards teachers

Principals of secondary schools should have the virtue of patience

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