



RE-ENGINEERING ETHICAL STANDARDS FOR EFFECTIVE SECONDARY SCHOOL SUPERVISION IN NIGERIA FOR SUSTAINABLE NATIONAL DEVELOPMENT



Dr. Muhammad Saratu Mera
Department of Educational Foundations,
Federal University Birnin Kebbi, Kebbi State.
Email: saratu.mera@fubk.edu.ng

Abstract

Ethical supervision practices in secondary schools play a vital role in fostering a positive and productive educational environment, ultimately leading to improved educational quality. However, there is a recognized erosion of ethical behaviour including trust and integrity within the Nigerian education system. Thus, the alarming rate of misconduct in Nigerian schools underscores the need for re-engineering ethical standards to maintain integrity within the educational system. This paper examines the profound impact of ethical standards in the supervision of secondary schools in Nigeria on the overarching goal of sustainable development. In order to achieve this the researcher examined scholarly perspectives on the conceptual framework of ethical standards and supervision, exploring their interplay with educational quality and national development goals, analysing supervisory functions, identifying existing challenges in maintenance of ethical standards in school supervision, and suggesting strategies for re-engineering ethical standards in the supervision of secondary schools in Nigeria.

Keywords: *Ethics, Supervision, Ethical standards, Sustainable National Development.*

Introduction

Education, particularly at the secondary level, serves as a cornerstone for the holistic advancement of any nation, and Nigeria is no exception. It is at this critical juncture that young individuals acquire the knowledge, skills, and values that will shape their future contributions to society and the overall trajectory of national development. Ensuring the quality and relevance of secondary education necessitates effective supervision, a process designed to support teachers, improve instructional practices, and ultimately enhance student learning outcomes.

Ethical supervision practices in secondary schools play a vital role in fostering a positive and productive educational environment, ultimately leading to improved educational quality. When supervisors uphold principles of fairness, transparency, and support, it directly impacts teacher motivation and morale. Okekeuche (2019) opined that supervision aimed at improving teacher quality and standards can maximize student performance. Ethical supervision enhances the quality of teaching through various mechanisms. Adeoye (2023) noted that effective supervision provides continuous support and encouragement to teachers' instructional practices, keeping them dynamic, knowledgeable, and up-to-date in their profession. In similar line of thinking Mohammed, Asante and Tilibe (2025) also observed that it provides constructive feedback that helps teachers reflect on their practices and identify areas for improvement. The authors asserts further that it fosters professional development by encouraging teachers to seek new knowledge, share experiences, and develop a sense of control over their work. Moreover, ethical supervision promotes synergy and teamwork among teachers, creating a collegial environment where they can learn from each other and collectively work towards instructional improvement. Wu, Kulophas, and Xupravati, (2024) observed that supervisors who demonstrate ethical leadership, characterized by integrity and a commitment to guiding academic and ethical growth, can significantly enhance trust and job satisfaction among teachers. Instructional supervision, when implemented ethically, becomes a collaborative process focused on supporting teachers in creating valuable learning experiences for students (Basilio, 2021). Quality assurance through regular and

ethical supervision ensures that teachers' capabilities and pedagogical practices are continuously improved (Constance, Ogbonnia & Waniita, 2022).

The link between ethical supervision and improved learning outcomes for students is significant. Effective and ethical supervision has been shown to contribute to better academic performance, enhanced critical thinking skills, and the development of positive values (Suleiman, Ijaya, Ishola, & Joshua (2020). The authors remarked further that genuine supervision can reduce negative behaviours among students and improve their overall performance. By facilitating the implementation of effective teaching roles, ethical supervisors contribute to a more qualitative educational system (Kotirde, & Bin Md-Yunos, 2024). Studies have established a positive correlation between school supervision and teachers' job performance, which directly impacting students' learning (Niyi, Ogunode, Thankgod & Olatunde-Aiyedun, 2023).

Also, instructional supervision serves as a tool for checking teachers' performance and improving the teaching-learning situation to the benefit of students (Usman & Dangara, 2015). Ethical supervision ensures the provision of quality teachers and promotes ethical practices, ultimately affecting learning outcomes (Constance et. al., 2022). Teachers' expertise, including adherence to ethical values, has been shown to positively predict students' learning outcomes (Umeano, Onyishi, Adimora, & Onah, 2019). Promoting ethical standards within the education system, particularly in the supervision of schools, is crucial for ensuring that the quality of education delivered aligns with these national and global aspirations for sustainable development.

A significant ethical challenge in the Nigerian education sector is corruption, defined as the systematic use of public office for private benefit, significantly impacting the availability and quality of educational goods and services. Teacher absenteeism is also a serious ethical concern, reducing school effectiveness, diminishing student achievement, and damaging the school's reputation Musa, (2018). Another pressing issue is aiding examination malpractice for a fee. Therefore, ethical standards in educational supervision must actively work to prevent and address such issues, ensuring a conducive and equitable learning environment for all students.

A crucial element of ethical supervision is the building of trust between supervisors and teachers (Nwikina, & Nwile, 2015). This is because when supervisors act with fairness and transparency, they foster an environment where teachers feel respected and supported, making them more receptive to feedback and guidance aimed at enhancing their teaching practices. Trust is essential for effective communication and collaboration, which are key components of successful supervision (Nwikina, & Nwile, 2015).

Conversely, unethical supervision can have detrimental effects on educational quality. Supervisors who are bullying or excessively critical can demotivate teachers and create a climate of resentment (Osakwe, 2013). Suleiman, Ijaya, Ishola, and Joshua (2020) observed that issues such as victimization, harassment, and corruption in supervision undermine the integrity of the process and can lead to a decline in teacher performance and overall educational standards. Therefore, upholding ethical standards in supervision is not merely a matter of principle but a critical factor in ensuring a high-quality secondary education system that can effectively contribute to national development.

Thus, when ethical principles guide the supervisory process, it fosters an environment of trust, accountability, and mutual respect, leading to more meaningful engagement and positive educational outcomes. Conversely, a lack of ethical standards can erode the integrity of the supervisory function, undermining its potential to contribute to the nation's progress. However, presently ineffective supervision remains a significant concern in Nigeria, contributing to the decline in the quality and standard of education leading to mass failures in examinations and producing graduates that are not ethically sound in character and values. Thus, the thrust of this paper is to examine the profound impact of ethical standards in the supervision of secondary schools in Nigeria on the overarching goal of sustainable national development.

Conceptual Framework

School supervision in Nigeria plays a multifaceted role aimed at enhancing the quality of education and ensuring the effective functioning of secondary schools. Supervision can be broadly

defined as an intervention provided by a superior officer to a subordinate to ensure that expectations are appropriately met (Suleiman, Ijaya, Ishola, & Joshua, 2020). Supervision in Nigeria operates at different levels. Internal supervision is conducted by individuals within the school, such as the principals, vice-principals, and heads of departments, focusing on the day-to-day administration and instructional leadership (Kotirde, & Bin Md-Yunos, 2024). While external supervision is carried out by officials from the State Ministry of Education, Universal Basic Education Board and Secondary School Management Board, or other similar government agencies, ensuring compliance with regulations and standards. In the educational context, it is a process focused primarily on achieving the instructional expectations of the educational system (Afariogun, & Omoniyi, 2024). The fundamental purpose of school supervision is to improve pupil learning, with a direct focus on teachers and the educational sector as a whole. It is a service activity designed to help teachers perform their jobs better through collaborative efforts (Ekundayu, Oyerinde & Kolawole, 2013). The primary responsibility of supervisors is to ensure high standards are maintained and schools are run according to established regulations (Kotirde, & Bin Md-Yunos, 2024). While Ekundayu, Oyerinde, and Kolawole (2013) opined that effective supervision involves assessing student progress, ensuring teachers prepare and maintain accurate records, and utilizing evaluation processes to plan meaningful instruction.

Ethics, in its essence, refers to a system of moral principles that guide human actions and decisions, distinguishing between right and wrong, acceptable and unacceptable behaviour (Musa, 2018). The author remarked further that, ethical standards within an organizational context, can be understood as the moral codes or benchmarks associated with operations, management, and the performance of duties by individuals. In the specific realm of educational supervision in Nigeria, these standards extend to the conduct of supervisors in their interactions with teachers, students, parents, and the broader community. Thus, effective teaching requires subject content knowledge, pedagogical knowledge, and an understanding of educational contexts and goals (Musa, 2018). Ethical standards in this domain demand that supervisors act in ways that promote the learning and growth of students, helping them realize their full potential. This necessitates a commitment to fairness, impartiality, and a recognition of the diverse characteristics of pupils and students, regardless of their physical, mental, emotional, social, racial, or religious backgrounds (Musa, 2018).

Several research efforts have explored the meaning of ethics in the Nigerian educational landscape. Bateman and Snell define ethics as the system of rules governing the ordering of values, while Siropolis in Nwikina & Nwile (2015) views it as the rules or standards governing conduct within a profession. Ethical behaviour aligns with the standards set by society whereas, unethical behaviour deviates from these norms. In the context of school management, trust, responsibility, and integrity are considered integral to excellent leadership (Nwikina & Nwile, 2015). Ethical conduct builds upon trust, which is a fundamental ingredient for quality management, influencing communication, interpersonal relations, conflict management, problem-solving, teamwork, and overall focus. The National Policy on Education in Nigeria cited in Nwikina and Nwile (2015) emphasizes national ethics such as discipline, integrity, dignity of labour, social justice, religious tolerance, self-respect, and patriotism, underscoring the importance of these values within the education sector. Despite such commitment, there is a recognized erosion of ethical behaviour including trust and integrity within the Nigerian education system.

Various scholars have further elaborated on ethical standards in education. Omisore and Oyende cited in Nnadiabube, (2018) suggested that ethics is a set of principles relating to morals, especially as they apply to human conduct, and work ethics concerns what is morally correct, honourable, and acceptable within an organization or society. Ethical behaviour occurs when individuals act with equity, fairness, and impartiality, respecting the rights of others (Nnadiabube, 2018).

Ethical issues in education encompass basic principles, procedures, and behaviour patterns rooted in core values, aimed at establishing a disciplined and purposeful school environment dedicated to improving the learning process. Fairness and equity are vital aspects of ethical standards in education, requiring fair treatment in the administration of resources and in the admission and management of students and staff, without discrimination (Oyetubo, 2021). In the context of educational supervision, ethical guidelines should ensure honesty, integrity, fairness, justice, impartiality, loyalty,

and faithfulness. The British Association of Counselling Professionals identifies traits like sincerity, resilience, wisdom, humility, integrity, respect, competence, courage, and fairness as essential ethical qualities for school counsellors, a role that shares similarities with supervisory responsibilities (Adikwu, 2021). The alarming rate of misconduct in Nigerian schools underscores the need for ethical standards to maintain integrity within the educational system. Compliance with codes of ethics ensures institutions promote an environment of academic integrity, strengthening public trust and fostering sustainable educational development (Kehinde, 2023).

Sustainable national development is a dynamic and progressive transformation process through which nations meet their current needs and aspirations without compromising the capacity of future generations to meet their own needs (Shobayo & Ajayi, 2023). It encompasses improving the range of opportunities that enable individuals and communities to achieve their full potential over a sustained period while maintaining the resilience of economic, social, and environmental systems (Boyi, 2013). The key pillars of sustainable development include economic viability, social equity, and environmental sustainability.

Ethical Supervision as Foundation for Sustainable National Development

The establishment of ethical standards in the supervision of secondary schools in Nigeria forms a critical foundation for achieving sustainable national development. Effective secondary education, fostered by ethical supervision, plays a vital role in cultivating a skilled and knowledgeable citizenry, which is indispensable for economic growth and innovation (Shobayo & Ajayi, 2023). Higher education, built upon a strong secondary education foundation, advances society through technology and innovation, creating a quality workforce essential for sustainable economic progress (Abanyam, David & Ibrahim, 2025). Quality education equips individuals with the necessary skills for effective functioning in society and contributes significantly to economic advancement (Shobayo, & Ajayi, 2023). Investment in the quality of education is pivotal for sustainable economic growth by transforming human resources into valuable human capital.³⁷ Education serves as the bedrock for all sectors, nurturing and sustaining ideas that drive development and aiming to produce a skilled workforce (Nwuche & Charles, 2022). Indeed, skilled manpower is a fundamental requirement for national development, and this can only be effectively cultivated through a robust and ethically supervised education system (Boyi, 2012).

Furthermore, ethical supervision is instrumental in promoting core values such as integrity, responsibility, and civic engagement among students (Nwikina, & Nwile, 2015). The authors remarked further that, these values are not only essential for social cohesion and good governance but also for fostering a sense of national ethics encompassing discipline, integrity, dignity of labour, social justice, religious tolerance, self-respect, and patriotism. Education for Sustainable Development (ESD), which aims to create a more sustainable and just society, relies heavily on instilling these ethical values in learners (Ukanga & Ashiwere, 2019). Moral education, with its focus on values and character development, is an imperative for sustainable development in Nigeria (Chizaram & Uche, 2019). By emphasizing ethical conduct, schools contribute to the development of responsible and well-rounded individuals who can contribute positively to the nation's progress (Nwangwu, Onoyima, & Aka, 2022).

The long-term achievement of sustainable development goals in Nigeria is intrinsically linked to having a well-educated and ethically grounded population, which is a direct outcome of effective and ethically supervised secondary education (Boyi, 2013). By equipping individuals with the necessary knowledge, skills, and ethical framework, education empowers them to become responsible and self-sufficient members of society, thereby driving national development (Akinyemi, & Mohammed, 2013). Ensuring adequate funding and support for education, underpinned by ethical supervision, is paramount for enhancing sustainable national development in Nigeria (Joseph & Ofoego, 2020). The successful implementation of national visions like Vision 2030 and the Sustainable Development Goals, particularly the goal of quality education, hinges on the establishment and maintenance of high ethical standards in the supervision of secondary schools (Eli, 2019).

The erosion of ethical behaviour within the education system, often exacerbated by lapses in supervision, directly undermines the very foundations required for sustainable national development

Nwikina & Nwile, 2015). Trust, integrity, and a commitment to the common good are essential for societal progress, and these are directly impacted by the ethical climate within schools. Unethical supervision can perpetuate a cycle of poor values and practices, hindering the development of a responsible and ethical citizenry. Therefore, the promotion of ethical standards in secondary school supervision is not just an educational imperative but a fundamental requirement for building a sustainable and prosperous future for Nigeria.

Functions of Secondary School Supervisors in Nigeria

The functions of secondary school supervisors are diverse and crucial for maintaining standards and fostering improvement. These functions include:

1. The appraisal of specific learning situations to ascertain the needs of children and the efficiency of instruction;
2. provides professional information and technical assistance to teachers in the form of improvisation and use of instructional aids and also suggestions for instruction improvement;
3. Guidance on management of classroom discipline,
4. Boosting morale and suggestions on ways to improve teaching performance (Omorobi, 2025).
5. Conducting research for curriculum instruction and revision; and offering professional leadership and cooperation with teachers (Omorobi, 2025).

Challenges of Maintaining Ethical Standards in School Supervision

Several challenges and or obstacles hinders effective maintenance of ethical standards in school supervision in Nigeria. Those challenges includes:

1. The Prevalence of Bribery and Corruption within the Education Sector: This can manifest in various forms, including bribery, extortion, and the manipulation of examination results, directly undermining the integrity of the supervisory process and the quality of education. For instance, in a study conducted by Ugobueze (2024) in Onitsha Education Zone bribery and corruption were identified as key problems hindering effective supervision. Other unethical practices like extortion and examination malpractices in Colleges of Education were also reported (Ofojebe, 2018). Similarly, Ngonso (2022) also observed prevalence of admission fraud, drug abuse, and absenteeism in higher education institutions. Thus, a pointer to the need for ethical standards re-engineering for school supervision.
2. Inadequate funding: Inadequate funding poses another major obstacle, leading to a shortage of professional supervisors, inadequate supervision materials, and insufficient capacity development programs for supervisors (Adeoye, 2023).
3. Inadequate Resources: The lack of sufficient resources, including transportation facilities, stationaries and accommodation further impedes the ability of supervisors to effectively monitor schools.
4. Political instability: Frequent changes in educational leadership and policies due to political instability also contribute to the challenges in maintaining ethical standards and political interference can also lead to the politicization of the appointment of supervisors, potentially compromising their competence and objectivity (Adeoye, 2023).
5. Inadequate Professional Supervisors: a lack of adequate training for supervisors' leaves many ill-equipped to perform their duties effectively and ethically (Adeoye, 2023). Issues such as excessive responsibilities placed on supervisors, attitudinal and procedural problems, and a lack of clear direction further compound these challenges (Modupeoluwa, Bello, Awodoyin, Yakubu & Joel, 2024).
6. Issues such as the lack of proper planning, organization, and budgeting in instructional supervision also point to a lack of ethical responsibility in the management of schools.
7. Erosion of Societal Norms and Values: The erosion of ethical behaviours, including trust and integrity, within the wider Nigerian society can permeate the education system, making it more difficult to uphold high ethical standards in schools (Nwikina, & Nwile, 2015).
8. Inability to enforce ethical codes of conduct and the lack of robust accountability mechanisms:



The inability of management to effectively enforce ethical codes hinders the establishment of a culture of academic integrity (Kehinde, 2023). Even though codes of conduct exist, ensuring strict adherence and implementing sanctions for unethical behaviour remain significant hurdles (Nnadiabube, 2018).

9. In some instances, supervisors may exhibit behaviours such as being bossy, victimizing teachers, or engaging in fault-finding, which are clear violations of ethical principles that emphasize support and professional growth (Suleiman, Ijaya, Ishola & Joshua, 2020). Also, overpopulated classrooms can further strain the supervisory capacity of both teachers and principals, potentially leading to compromises in ethical oversight (U-Sayee, & Adomako, 2021).
10. A lack of discipline due to poor supervision can also be seen as indirect consequences of unethical or negligent supervisory practices.
11. The emergence of "Miracle Examination Centres" (MECs) provides a stark illustration of unethical supervision and practices in Nigerian secondary schools. These centres facilitate widespread examination malpractice, where students obtain undeservedly high grades through institutionally enabled cheating (Agwu, Orjiakor, Odii, Onalu, Nzeadibe, Roy, & Okoye, 2023).

Strategies for Re-engineering Ethical Standards in School Supervision for Sustainable Development

Re-engineering ethical standards in the supervision of secondary schools in Nigeria requires a multi-faceted approach involving various strategies and the commitment of all stakeholders.

1. Regular ethics training and professional development programs should be mandatory for both school supervisors and school leaders focusing on the importance of ethical conduct, the implications of unethical behaviour, and the development of skills for addressing ethical challenges.
2. Clear codes of conduct for supervisors, outlining their responsibilities and expected ethical standards, should be developed, effectively implemented, and regularly reviewed and updated.
3. Robust accountability mechanisms and clear reporting channels for unethical behaviour should be established. These mechanisms should ensure that allegations of unethical conduct are investigated thoroughly and that appropriate sanctions are enforced.
4. Transparency in the supervision process, including clear criteria for evaluation and feedback to help foster trust and reduce opportunities for unethical practices.
5. Updating school admission registers regularly for inspection in order to enhance transparency.
6. School supervisors including principals and senior staff, must consistently model ethical behaviour and take a firm stance against unethical conduct. This can be achieved through implementation of both formal policies and informal values
7. Adequate resources including funds should be allocated to efficiently support ethical supervision. This will go a long way in ensuring a sufficient number of qualified supervisors, necessary supervision materials and professional development opportunities are provided.
8. Mentorship programs should also be made available for new supervisors to provide valuable guidance and support in navigating ethical challenges.
9. Involving all stakeholders, including teachers, parents, students, and community members, in development of ethical standards by establishing clear guidelines for acceptable and unacceptable behaviour
10. Continuous monitoring and evaluation of the implementation of ethical standards in order to identifying areas for improvement and ensuring accountability.
11. Implement principle of fairness and equity in the administration of resources, student admissions, and the management of staff, without any form of discrimination.

Conclusion

The significance of ethical standards in promoting effective supervision of secondary education for sustainable national development cannot be overemphasized. A well-educated and ethically grounded populace, nurtured through a robust and ethically supervised education system, is essential for

driving economic growth, fostering social cohesion, and promoting good governance. Thus, instilling values such as integrity, responsibility and civic engagement, ethical supervision can contribute to the development of a citizenry committed to the long-term well-being of the nation and the achievement of sustainable development goals.

Reference

- Abanyam, N.L., David, F. and Ibrahim, Y.D. (2025). The role of higher education in sustainable economic development in Nigeria: a functionalist theoretical perspective analysis. *Sapientia Global Journal of Arts, Humanities & Development Studies (SGOJAHDS)* 3(2).
- Adeoye, M. A., (2023). Effective school supervision: challenges and prospects for educational supervision in secondary schools. *Pakistan Journal of Educational Research and Evaluation*, 11(1):110-117.
- Adikwu, V.O. (2021). Ethical considerations in school counselling in Nigeria. *International Journal of Management studies and Social Science Research*, 3(4).
- Afariogun, A.A. and Omoniyi, S.A. (2024). The roles of educational supervision in the improvement of teaching and learning in Nigeria. *Journal of Contemporary Issues in Education*, 8(1).
- Agwu, P., Orjiakor, C. T., Odii, A., Onalu, C., Nzeadibe, C., Roy, P., and Okoye, U. (2023). Leadership for ethical conduct of senior secondary school certificate examination (SSCE) in Nigeria and the challenge of miracle examination centres. *Oxford Review of Education*, 50(3), 349–365. <https://doi.org/10.1080/03054985.2023.2229548>.
- Akinyemi, I. A. and Mohammed, M.O.I.B. (2013). Achieving national sustainable development through educational planning and administration in Nigeria: the harsh reality. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, 9(1).
- Basilio, M.B. (2021). Instructional supervision and assessment in the 21st-century and beyond. *Institutional Multidisciplinary Research and Development Journal*. 4. ISSN 2619-7820. <https://files.eric.ed.gov/fulltext/ED629212.pdf>.
- Boyi, A.A. (2012). Education and Sustainable National Development in Nigeria: Challenges and Way Forward. *International Letters of Social and Humanistic Sciences* 14(8):65-72 DOI: 10.18052/www.scipress.com/ILSHS.14.65.
- Boyi, A.A. (2013). Education and sustainable national development in Nigeria: challenges and way forward. *Mediterranean Journal of Social Sciences*, 4(8). ISSN 2039-2117 (online) ISSN 2039-9340 (print).
- Chizaram, O. and Uche, O. (2019). The imperative of moral education in sustainable development in Nigeria. *IAA Journal of Education*. <https://www.iaajournals.org/wp-content/uploads/2020/03/IAA-Journal-of-Education-518-13-2019.-Onu.pdf>.
- Constance, A.F., Ogbonnia, O.K. & Waniita, O. (2022). Supervision of instruction as quality assurance mechanism in public secondary schools in Ebonyi State. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 12(01):51-61. DOI:10.9790/7388-1201025161.
- Ekundayo, H.T., Oyerinde, D. O. and Kolawole, A. O. (2013) Effective supervision of instruction in Nigerian secondary schools: issues, challenges and the way forward. *Journal of Education and Practice*, 4(8). ISN 2222-1735(paper) ISSN 2222-288X (online).
- Eli, S. (2019). Sustainable development goals (SDGS) vision 2030: a tool for the realization of fundamental rights in Nigeria. *Practice and Law Development*, 11(1):221
- Joseph, E. O. and Ofoego, C.O. (2020). Education and sustainable national development. *Oracle of Wisdom Journal of Philosophy and Public Affairs*. 4(3).
- Kehinde, C. A. (2023). An assessment of ethics and code of conduct: compliance in secondary institutions in Nigeria. DOI - 10.21275/SR21731005844.
- Kotirde, I.Y. and Bin Md-Yunos, J. (2024). The supervisor's role for improving the quality of teaching and learning in Nigerian secondary school educational system. *International Journal of Education and Research*, 2(8).
- Modupeoluwa, F., Bello, 1., Awodoyin, F.O, Yakubu, G. and Joel, E. (2024). Challenges and strategies of instructional supervision in senior secondary schools in Yola north local government area of Adamawa state. *International Journal of Science and Research Archive* 13(1). <https://doi.org/10.30574/ijrsra.2024.13.1.1617>.
- Mohammed, I., Asante, T. and Tilibe, N.N. (2025). Measures and mechanisms for the realisation of effective supervision of teaching and learning at junior high schools in Krachi Nchumuru. *South Asian*.



- Research Journal of Humanities and Social Sciences* 7(2). ISSN 2664-4002 (Print) & ISSN 2664-6714 DOI: <https://doi.org/10.36346/sarjhss.2025.v07i02.004>.
- Musa, A.Z. (2018). Ethical issues and teacher education in Nigeria. *ATBU Journal of Science, Technology and Education (JOSTE)*, 6(4). ISSN: 2277-001. https://www.atbuftejoste.com.ng/index.php/joste/article/download/425/pdf_396.
- Ngonso, B. F. (2022). Ethical lapses in the Nigerian higher education system. *Journal of Ethics in Higher Education* 1(2022): 53–73. DOI: 10.26034/fr.jehe.2022.3376.
- Niyi, J., Ogunode, P., Thankgod and Olatunde-Aiyedun, T.G. (2023) Impact of supervision on teachers' job performance in secondary schools in Nigeria. *International Journal of Inclusive and Sustainable Education*, 2(11). ISSN: 2833-5414.
- Nnadiebube, O.W. (2018). Ethical issues in Nigerian education: influence on effective management of colleges of education in Delta State. *Journal of Education in Africa*, 3 (1).
- Nwangwu, I.G., Onoyima, N.S. and Aka, P.C. (2022). Exploring the Ethical Dimensions for Teaching Profession for Sustainable Education in Nigeria International Academic Association Journal OF Education, 5(1). ISSN-26367270
- Nwikina, L. and Nwile, C.B. (2015). Fostering ethical behaviour and culture In Nigeria schools. *International Journal of Humanities and Social Science Invention*, 4 (1). ISSN (Online): 2319 – 7722, ISSN (Print): 2319 – 7714.
- Nwuche, C. D. and Charles, E. (2022). The Role of education on sustainable development in Nigeria. Conference Proceedings. Researchgate. accessed on April 27, 2025, https://www.researchgate.net/publication/365776949_The_Role_of_Education_on_Sustainable_Development_in_Nigeria.
- Ofojebe, W.N. (2018). Influence of unethical practices on the effective management of colleges of education in Delta State. *Unizik Journal of Educational Management and Policy (UJOEMP)*, 2(1).
- Omorobi, G.O. (2025). School supervision and educational management in Nigeria. SCRIBD. Accessed on April 27, 2025,
- Oyetubo, O.K. (2021). Ethical issues in school management in Somolu local government area of Lagos State. *International Journal of Innovative Business Strategies (IJIBS)*, 7(1).
- Shobayo, M.A., and AJAYI, O.S. (2023). Education for sustainability development in Nigeria: the expectation and reality. *ACU Journal of Social Sciences*, 2(1)
- Suleiman, Y., Ijaya, N.Y.S., Ishola, M.A. and Joshua, O. U. (2020) issues and challenges facing supervision of secondary education in Nigeria in the 21st Century, *Journal of Educational Leadership in Action*, 7(1). Article 12. DOI: <https://doi.org/10.62608/2164-1102.1011>.
- Ugobueze, A. N. (2024). Challenges and prospects of educational supervision in Onitsha education zone: Identifying problems, causes, and solutions for quality education. *Forum for Education Studies*, 2(4). <https://doi.org/10.59400/fes1494>.
- Ukanga, I. P. & Ashiwere, I. O. (2019). Education for sustainable development (ESD): the Nigerian perspective. *Interdisciplinary Journal of Science Education*, 1(1), 94-106.
- Umeano, E. C., Onyishi, C. N., Adimora, D. E. and Onah, U. H (2019). Teachers' expertise and students' learning outcomes in secondary schools in Enugu State, Nigeria. *Journal of the Nigerian Academy of Education*, 15(1).
- U-Sayee, C.R. and Adomako, E.B. (2021). Supervisory practices and challenges faced by senior high school principals in Greater Monrovia, Liberia: implications for quality education. *Journal Heliyon*, 7(4). Doi: 10.1016/j.heliyon.2021.e06895.
- Usman, Y.D. and Dangara, A. (2015). The Impact of instructional supervision on academic performance of secondary school students in Nasarawa State, Nigeria. *Journal of Education and Practice*, 6(10). ISSN 2222-1735 (Paper) ISSN 2222-288X (Online).
- Wu, W., Kulophas, D. and Xupravati, P. (2024). The effect of supervisors' ethical leadership on graduate students' academic procrastination in China: a moderated mediation model. *Front. Education*. 9:1406260. Doi: 10.3389/educ.2024.1406260.