



Ethical and Moral Leadership Strategies in Managing Public Secondary Schools in Port Harcourt Metropolis of Rivers State.

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Abstract

This study examined ethical and moral leadership strategies in managing public secondary schools in Port Harcourt Metropolis of Rivers State. Three objectives, three research questions and three hypotheses guided the study. Descriptive survey research design was adopted for the study. The population of the study consisted of 98 public secondary school principals in Port Harcourt Metropolis, with 62 principals in Obio-Akpor L.G.A and 36 principals in Port Harcourt City L.G.A. The sample size was 98 principals as census sampling technique was used the study. Self-designed instrument titled: "Ethical and Moral Leadership Strategies in Managing Public Secondary School" (EMLSMPSS) was used for data collection. The instrument was validated by two experts: one in Measurement and Evaluation and one in Educational Management, Faculty of Education, Rivers State University. The reliability of the instrument was determined using Cronbach Alpha for a measure of internal consistency, which yielded reliability coefficients of 0.85 for Integrity subscale, 0.83 for Fairness subscale and 0.84 for Accountability subscale. Mean and Standard Deviation were used to answer research questions while independent sample t-test was used for test of the null hypotheses at 0.05 level of significance. The findings revealed no significant difference in the mean response of male and female principals on the extent to which integrity, fairness and accountability enhance school management Port Harcourt Metropolis. The study recommended amongst others that educational authorities should organize regular ethics training for principals to strengthen integrity in school management. Principals should ensure proper monitoring of school resources and teachers' duties to enhance accountability.

Keywords: Accountability and School Management, Fairness, Integrity, Leadership

Introduction

Education is widely regarded as a fundamental instrument for national development and social transformation because it equips individuals with the knowledge, skills, attitudes, and values necessary for productive participation in society. Through education, societies transmit cultural heritage, promote innovation, and prepare citizens to contribute meaningfully to economic and social progress. Educational institutions, particularly secondary schools, play a crucial role in

this process because they provide adolescents with the intellectual foundation and moral orientation required for higher education, employment and responsible citizenship. Consequently, the effectiveness of education largely depends on how well educational institutions are organized, administered and guided by responsible leadership (Msangya, 2025).

Public secondary schools represent a significant component of the educational system in many countries, including Nigeria. These schools are established and funded by government to provide accessible and affordable education to the population. Public secondary schools serve as important platforms for developing students' academic competence, social values and civic responsibility. They are expected to create environments that support learning, discipline and character formation among adolescents. However, the success of these schools is strongly dependent on effective management practices and the leadership style adopted by school. Educational management involves the planning, organization, coordination, supervision and evaluation of school activities in order to achieve educational objectives efficiently. Effective management ensures that human, financial and material resources within schools are utilized responsibly to promote quality teaching and learning (Ghanem, 2018).

Within the educational system, leadership plays a central role in shaping the direction, culture, and overall performance of schools. School leaders are responsible for making decisions that influence teachers' performance, students' behaviour and the quality of educational outcomes. In recent years, scholars have increasingly emphasized the importance of ethical and moral leadership in educational institutions. Ethical and moral leadership refers to a style of leadership in which leaders demonstrate integrity, fairness, accountability, and responsibility in their actions and decisions while guiding others to uphold these same moral standards. Such leadership goes beyond administrative competence and focuses on modelling ethical behaviour, promoting transparency, and ensuring justice in decision-making processes (Brown Treviño & Harrison, 2019).

Ethical and moral leadership strategies are therefore essential in the effective management of public secondary schools. These strategies involve deliberate actions and behaviours adopted by school leaders to promote ethical conduct within the school environment. Among the key variables often associated with ethical and moral leadership in schools are integrity, fairness, and accountability. Integrity refers to the consistency between a leader's values, words and actions. Leaders who demonstrate integrity are honest, transparent, and trustworthy, thereby creating an atmosphere of credibility and respect among teachers and students. Integrity also enables school administrators to make decisions that prioritize the welfare of learners and the

long-term development of the institution rather than personal interests. Zydziūnaite (2024) recorded that when school leaders exhibit integrity, teachers and students are more likely to emulate ethical behaviour, resulting in a positive school culture. Okeke (2020) revealed that integrity in school leadership enhances effective administrative practices in secondary schools, Adebayo and Olatunji (2022) also revealed that integrity among school leaders contributes significantly to effective school management through transparency and ethical role modelling.

Fairness is another critical component of ethical and moral leadership in educational institutions. Fair leadership ensures that decisions regarding student discipline, staff evaluation, resource allocation, and academic assessment are carried out without bias or favoritism. When school leaders practice fairness, they promote equity and social justice within the school environment, thereby strengthening trust among stakeholders. Fairness encourages teachers to perform their duties diligently and motivates students to comply with school regulations because they perceive the system as just and transparent. Msangya (2025) noted that that fairness in leadership promotes a sense of belonging and collaboration among members of the school community. Adeyemi (2020) revealed that fairness in school leadership promotes effective school management through impartial decision-making, equal opportunities for teachers and unbiased disciplinary measures. Nwosu and Nwankwo (2021) revealed that fairness among school leaders significantly enhances effective management of secondary schools, particularly through objective staff evaluation, participatory decision-making, and equitable treatment of teachers and students.

Accountability also represents a vital ethical leadership variable in school management. Accountability involves the willingness of leaders to take responsibility for their decisions, actions, and the overall performance of the institution. Ethical school leaders maintain transparency in financial management, policy implementation, and evaluation of staff and students. They also establish clear mechanisms for monitoring performance and addressing misconduct. Accountability strengthens institutional credibility and ensures that educational resources are used appropriately to support teaching and learning. Leaders who demonstrate accountability inspire confidence among teachers, students, parents, and the wider community, thereby fostering a culture of responsibility within the school (Oguyemi Ganiyu & Yikarebogha, 2025). The study of Olatunde (2019) shows that accountability in school leadership significantly enhances effective management of secondary schools through responsible utilization of school resources, monitoring of teachers' performance, and enforcement of school policies, Eze and Okafor (2021) reported that accountability among

school principals enhances school management through transparency, supervision of instructional activities and enforcement of professional responsibilities among teachers.

The presence of ethical and moral leadership strategies in public secondary schools contributes significantly to the improvement of education and the overall development of students. Ethical leadership helps create a safe and supportive learning environment where students are encouraged to develop not only academically but also morally and socially. When school leaders model ethical behaviour, they influence teachers to uphold professional standards and inspire students to cultivate values such as honesty, respect, and responsibility. Ethical leadership also promotes collaboration, professional development among teachers, and effective decision-making processes that enhance educational quality. In this way, ethical and moral leadership contributes to improved academic performance, better discipline, and stronger relationships among stakeholders in the school system (Sari & Lestari, 2024).

Conversely, the absence of ethical and moral leadership in school management can produce serious negative consequences for educational institutions. When school administrators fail to demonstrate integrity, fairness and accountability, schools may experience corruption, favoritism, misuse of resources, and poor decision-making. Such unethical practices can undermine teachers' morale, reduce students' motivation to learn, and damage the credibility of the educational system. Unethical leadership may also create hostile work environments characterized by distrust, conflict and lack of cooperation among staff members. Furthermore, when ethical standards are ignored, students may be exposed to unfair disciplinary practices, academic dishonesty, and a lack of transparency in evaluation processes, which ultimately weakens the quality of education (Adeyemi, 2020).

In the context of Port Harcourt Metropolis, the management of public secondary schools has faced several challenges associated with leadership practices, resource management and institutional accountability. Reports of administrative inefficiencies, unethical conduct, and lack of transparency in some educational institutions have raised concerns about the effectiveness of leadership within the school system. These challenges can negatively influence the teaching and learning process, reduce public confidence in government schools, and hinder the development of students' moral and academic potentials. When ethical leadership strategies are not effectively implemented, schools may struggle with indiscipline, poor staff commitment, and ineffective educational service delivery. Therefore, there is need to examine ethical and moral leadership strategies in managing public secondary schools in Port Harcourt Metropolis.

Statement of the Problem

Education plays a vital role in shaping the intellectual, moral and social development of individuals and in promoting sustainable national development. Public secondary schools in Nigeria are expected to provide quality education that prepares students for higher education, employment opportunities and responsible citizenship. The effectiveness of these schools largely depends on the quality of leadership and management practices adopted by school administrators. However, the achievement of these educational goals requires leadership that is not only administratively competent but also ethically grounded. Ethical and moral leadership has increasingly become an important component of effective school management. In the context of public secondary schools, ethical leadership strategies help school teachers to create a school climate that encourages discipline among students.

Despite the recognized importance of ethical and moral leadership in educational institutions, many public secondary schools continue to experience management challenges that may be linked to weak ethical leadership practices. In Port Harcourt Metropolis, public secondary schools there have been concerns regarding issues such as poor administrative practices, biased decision-making and ineffective leadership within some schools. These challenges negatively affect the quality of education delivered, weaken students' academic motivation and reduce the overall effectiveness of school management. The lack of strong ethical and moral leadership contributes to poor staff commitment, conflict among school personnel and declining public confidence in the management of government-owned secondary schools.

Although several studies have examined leadership practices in educational institutions, there is still limited empirical evidence specifically focusing on ethical and moral leadership strategies in the management of public secondary schools in Port Harcourt Metropolis. This gap in knowledge makes it necessary to investigate how ethical leadership variables such as integrity, fairness, and accountability enhance effective management of public secondary schools. Therefore, the problem of this study is to examine ethical and moral leadership strategies in managing public secondary schools in Port Harcourt Metropolis, Rivers State with a view to determining how these strategies can enhance effective school management and improve educational outcomes.

Purpose of the Study

The main purpose of the study is to investigate ethical and moral leadership strategies in managing public secondary schools in Port Harcourt Metropolis. Specifically, the study sought to:

1. Examine the extent integrity as an ethical and moral leadership strategy enhances effective management of public secondary schools in Port Harcourt Metropolis.
2. Determine the extent fairness as an ethical and moral leadership strategy enhances effective management of public secondary schools in Port Harcourt Metropolis.
3. Examine the extent accountability as ethical and moral leadership strategies enhance effective management of public secondary schools in Port Harcourt Metropolis.

Research Questions

1. To what extent does integrity enhance effective management of public secondary schools in Port Harcourt Metropolis?
2. To what extent does fairness enhance effective management of public secondary schools in Port Harcourt Metropolis?
3. To what extent does accountability enhance effective management of public secondary schools in Port Harcourt Metropolis?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

1. There is no significant difference in the mean response of male and female principals on the extent to which integrity enhance effective management of public secondary schools in Port Harcourt Metropolis
2. There is no significant difference in the mean response of male and female principals on the extent to which fairness enhance effective management of public secondary schools in Port Harcourt Metropolis
3. There is no significant difference in the mean response of male and female principals on the extent to which accountability enhance effective management of public secondary schools in Port Harcourt Metropolis

Methodology

This study adopted a descriptive survey research design. Obilor (2018) noted that descriptive survey is a study where researcher collects data from a large sample drawn from a given population and describes certain features of the sample as they are at the time of the study and which are of the interest to the researcher, however, without manipulating any independent variables of the study. The population of the study consisted of 98 public secondary school principals in Port Harcourt Metropolis, with 62 principals in Obio-Akpor L.G.A and 36 principals in Port Harcourt City L.G.A. Census sampling technique was used in which the entire population was used as sample size for the study; hence the population was not too large

enough. Self-designed instrument titled: "Ethical and Moral Leadership Strategies in Managing Public Secondary Schools" (EMLSMPSS) was used for data collection. The instrument was validated by two experts: one in Measurement and Evaluation and one in Educational Management, Faculty of Education, Rivers State University, Port Harcourt. The reliability of the instrument was established using Cronbach's Alpha which yielded reliability coefficients for the following subscales: 0.85 for Integrity, 0.83 for Fairness and 0.84 for Accountability. Ninety eight (98) copies were distributed to the principals in both senior and junior secondary schools in Port Harcourt Metropolis, while 78 copies were completed, representing 80% returned, indicating the sample size for data analysis. Mean and Standard Deviation were used to answer research questions while independent sample t-test was used for test of the null hypotheses at 0.05 level of significance

Presentation of Results

Research Question One: To what extent does integrity enhance effective management of public secondary schools in Port Harcourt Metropolis?

Table 1: Mean and Standard Deviation of the Extent Integrity Enhance Effective Management of Public Secondary Schools in Port Harcourt Metropolis

S/N	Item-Statements	Male = 42		Female = 36		Remark
		$\bar{x}_1$	SD ₁	$\bar{x}_2$	SD ₂	
1	The principal's actions are consistent with the ethical standards expected in the school.	3.58	1.28	3.62	1.32	VHE
2	Avoids personal interest when carrying out official duties in the school.	3.50	1.20	3.51	1.21	VHE
3	Promotes ethical conduct among teachers and students in the school.	3.40	1.10	3.35	1.05	HE
4	Ensures transparency in the management of school activities.	3.48	1.18	3.42	1.12	HE
5	Serves as a role model of moral behaviour within the school community	3.30	0.98	3.25	0.95	HE
Grand Mean/Std		3.45	1.15	3.43	1.13	HE

Decision; 1.00 – 1.49 = Very Low Extent (VLE), 1.50– 2.69 = Low Extent (LE), 2.70 – 3.49 = High Extent (HE), 3.50 – 4.00= Very High Extent (VHE)

Table 1 revealed the extent integrity enhance effective management of public secondary schools in Port Harcourt Metropolis. The table revealed that items (1, 2) were in the ranges of 3.50-4.00, while item (3, 4, 5) were in the ranges of 2.70-3.49. The table also revealed that item (1) has the highest mean score of 3.60, while the item (5) has the lowest mean score of 3.28. Again,

grand mean scores of 3.45 and 3.43 was gotten from male and female principals respectively, which indicate that to high extent integrity enhance effective management of public secondary schools in Port Harcourt Metropolis.

Research Question Two: To what extent does fairness enhance effective management of public secondary schools in Port Harcourt Metropolis?

Table 2: Mean and Standard Deviation of Extent Fairness Enhance Effective Management of Public Secondary Schools in Port Harcourt Metropolis

S/N	Item-Statements	Male = 42		Female = 36		Remark
		$\bar{x}_1$	SD ₁	$\bar{x}_2$	SD ₂	
6	The Principal applies school rules and regulations fairly to all teachers and students.	2.98	0.68	2.95	0.65	HE
7	Ensures equal opportunities for teachers to participate in school activities	3.20	0.99	3.18	0.97	HE
8	Students are disciplined based on established school rules without bias.	3.47	1.17	3.40	1.10	HE
9	Teachers are evaluated objectively by the principal based on their performance	3.50	1.20	3.52	1.22	VHE
10	The principal considers the opinions of teachers before making important school decisions.	3.39	1.09	3.32	1.04	HE
Grand Mean/Std		3.31	1.01	3.27	0.99	HE

Decision; 1.00 – 1.49 = Very Low Extent (VLE), 1.50– 2.69 = Low Extent (LE), 2.70 – 3.49 = High Extent (HE), 3.50 – 4.00= Very High Extent (VHE)

Table 2 revealed the extent to which fairness enhance effective management of public secondary schools in Port Harcourt Metropolis. The table revealed that items (6, 7, 8, 10) were in the category of 2.70-3.49, while item (9) was in the category of 3.50-4.00. The table also revealed that item (9) has the highest mean score of 3.51, while the item (6) has the lowest mean score of 2.97. Again, grand mean scores of 3.31 and 3.21 was gotten was gotten for male and female principals respectively. which indicates that to high extent fairness enhance effective management of public secondary schools in Port Harcourt Metropolis.

Research Question Three: To what extent does accountability enhance effective management of public secondary schools in Port Harcourt Metropolis?

Table 3: Mean and Standard Deviation of Extent Accountability Enhance Effective Management of Public Secondary Schools in Port Harcourt Metropolis

S/N	Item-Statements	Male = 42		Female = 36		Remark
		$\bar{x}_1$	SD ₁	$\bar{x}_2$	SD ₂	
11	The principal ensures proper use of school resources and facilities.	3.34	1.04	3.37	1.07	HE
12	Provides explanations for decisions affecting teachers and students.	2.75	0.45	2.80	0.50	HE
13	Regularly monitors teachers' performance to ensure effective teaching.	3.46	1.16	3.48	1.18	HE
14	Ensures that school policies are properly implemented.	3.27	0.97	3.29	0.99	HE
15	Encourages teachers to be accountable for their professional duties.	3.54	1.24	3.53	1.23	VHE
Grand Mean/Std		3.27	0.97	3.29	0.99	HE

Decision; 1.00 – 1.49 = Very Low Extent (VLE), 1.50– 2.69 = Low Extent (LE), 2.70 – 3.49 = High Extent (HE), 3.50 – 4.00= Very High Extent (VHE)

Table 3 revealed the extent to which accountability enhance effective management of public secondary schools in Port Harcourt Metropolis. The table revealed that items (11, 12, 13, 14) were in 2.70-3.49 category, while item (15) was in 3.50-4.00 category. The table also revealed that item (15) has the highest mean score of 3.54, while the item (12) has the lowest mean score of 2.97. Again, grand mean score of 3.27 and 3.29 was gotten from male principals respectively, which indicates that to high extent accountability enhance effective management of public secondary schools in Port Harcourt Metropolis.

Hypothesis One: There is no significant difference in the mean response of male and female principals on the extent to which integrity enhance effective management of public secondary schools in Port Harcourt Metropolis

Table 4: t-test Result of the Extent Integrity Enhance Effective Management of Public Secondary Schools in Port Harcourt Metropolis based on Gender

Group	N	$\bar{x}$	Std	α - level	t-value	P-value	Decision
Male	42	3.45	1.15	0.05	2.835	0.762	Not Significant
Female	36	3.43	1.13				

Table 4 of independent sample t-test result reveals that the mean response score for male principals was 3.45 with a standard deviation of 1.15, while that of female principals was 3.43 with a standard deviation of 1.13. This indicates no difference in the mean response of male and female principals on the extent to which integrity enhance effective management of public secondary schools in Port Harcourt Metropolis. The table also shows calculated ($t = 2.835$, $P = 0.762 > 0.05$) which is greater than the chosen level of significance was gotten at 76 degree of freedom, which indicates that the null hypothesis is not rejected. Since ($P > 0.05$), it therefore shows that there is no significant difference in the mean response of male and female principals on the extent to which integrity enhance effective management of public secondary schools in Port Harcourt Metropolis

Hypothesis Two: There is no significant difference in the mean response of male and female principals on the extent to which fairness enhance effective management of public secondary schools in Port Harcourt Metropolis

Table 5: t-test Result of the Extent Fairness Enhance Effective Management of Public Secondary Schools in Port Harcourt Metropolis based on Gender

Group	N	$\bar{x}$	Std	α - level	t-value	P-value	Decision
Male	42	3.31	1.01	0.05	2.910	0.824	Not Significant
Female	36	3.27	0.99				

Table 5 of independent sample t-test result reveals that the mean response score for male principals was 3.31 with a standard deviation of 1.01, while that of female principals was 3.27 with a standard deviation of 0.99. This indicates no difference in the mean response of male and female principals on the extent to which fairness enhance effective management of public secondary schools in Port Harcourt Metropolis. The table also shows calculated ($t = 2.910$), and $P = 0.824 > 0.05$) which is greater than the chosen level of significance was gotten at 76 degree of freedom, which indicates that the null hypothesis is not rejected. Since ($P > 0.05$), it therefore shows that there is no significant difference in the mean response of male and female principals on the extent to which fairness enhance effective management of public secondary schools in Port Harcourt Metropolis

Hypothesis Three: There is no significant difference in the mean response of male and female principals on the extent to which accountability enhance effective management of public secondary schools in Port Harcourt Metropolis

Table 6: t-test Results of the Extent Accountability Enhance Effective Management of Public Secondary Schools in Port Harcourt Metropolis based on Gender

Group	N	$\bar{x}$	Std	α - level	t-value	P-value	Decision
Male	140	3.27	0.97	0.05	2.875	0.798	Not Significant
Female	175	3.29	0.99				

Table 6 of independent sample t-test result reveals that the mean response score for male principals was 3.27 with a standard deviation of 0.97, while that of female principals was 3.29 with a standard deviation of 0.99. This indicates no difference in the mean response of male and female principals on the extent to which accountability enhance effective management of public secondary schools in Port Harcourt Metropolis. The table also shows calculated (t 2.875, P= 0.798 > 0.05) which is greater than the chosen level of significance was gotten at 76 degree of freedom, which indicates that the null hypothesis is not rejected. Since (P> 0.05), it therefore shows that there is no significant difference in the mean response of male and female principals on the extent to which accountability enhance effective management of public secondary schools in Port Harcourt Metropolis

Discussion of Findings

Table 1 revealed that the principals' actions being consistent with ethical standards expected in the school, avoidance of personal interest while carrying out official duties, promotion of ethical conduct among teachers and students, ensuring transparency in the management of school activities, and serving as a role model of moral behaviour within the school community all enhance effective the management of public secondary schools in Port Harcourt Metropolis. Again, table 4 of the t-test statistics also showed calculated (t = 2.835, P = 0.762 > 0.05) which is greater than the chosen level of significance that was obtained at 76 degree of freedom. Therefore, the null hypothesis was not rejected. This implies that there is no significant difference in the mean responses of male and female principals on the extent to which integrity enhance effective management of public secondary schools in Port Harcourt Metropolis.

This finding is in agreement with the study of Okeke (2020) who found that integrity in school leadership enhances effective administrative practices in secondary schools, with no significant difference in the perceptions of male and female school administrators. The result may be attributed to the fact that both male and female principals operate under the same educational

policies, ethical standards, and professional expectations which guide their administrative conduct and decision-making processes in schools. Similarly, Adebayo and Olatunji (2022) revealed that integrity among school leaders contributes significantly to effective school management through transparency and ethical role modelling, while gender does not significantly influence administrators' perception of integrity in school leadership. This could be because both male and female principals are trained through similar professional development programmes and leadership frameworks that emphasize ethical conduct and responsible management of school resources.

Table 2 revealed that the principals' application of school rules and regulations fairly to all teachers and students, ensuring equal opportunities for teachers to participate in school activities, disciplining students based on established school rules without bias, evaluating teachers objectively based on their performance, and considering the opinions of teachers before making important school decisions all enhance effective management of public secondary schools in Port Harcourt Metropolis. Again, table 5 of the t-test statistics also showed calculated ($t = 2.910$, $P = 0.824 > 0.05$) which is greater than the chosen level of significance that was obtained at 76 degree of freedom. Therefore, the null hypothesis was not rejected. This implies that there is no significant difference in the mean responses of male and female principals on the extent to which fairness enhance effective management of public secondary schools in Port Harcourt Metropolis.

This finding is in line with the study of Adeyemi (2020) who found that fairness in school leadership promotes effective school management through impartial decision-making, equal opportunities for teachers, and unbiased disciplinary measures, with no significant difference in the perception of male and female school principals. This outcome may be attributed to the fact that both male and female principals operate within the same educational policies and administrative guidelines that emphasize fairness and justice in managing school personnel and students. Similarly, Nwosu and Nwankwo (2021) revealed that fairness among school leaders significantly enhances effective management of secondary schools, particularly through objective staff evaluation, participatory decision-making, and equitable treatment of teachers and students. The study also revealed no significant difference in the mean responses of male and female principals regarding fairness in school management. This may be because both male and female principals are trained under similar leadership frameworks and professional standards that promote fairness, transparency and equality in the administration of school activities.

Table 3 revealed that the principals ensure proper use of school resources and facilities, provide explanations for decisions affecting teachers and students, regularly monitor teachers' performance to ensure effective teaching, ensures that school policies are properly implemented, and encourage teachers to be accountable for their professional duties all enhance the management of public secondary schools in Port Harcourt Metropolis. Again, table 6 of the t-test statistics also showed calculated ($t = 2.875$, $P = 0.798 > 0.05$) which is greater than the chosen level of significance that was obtained at 76 degree of freedom. Therefore, the null hypothesis was not rejected. Therefore, there is no significant difference in the mean rating between male and female principals on the extent accountability enhance effective management of public secondary schools in Port Harcourt Metropolis.

This finding is in harmony with the study of Olatunde (2019) who found that accountability in school leadership significantly enhances effective management of secondary schools through responsible utilization of school resources, monitoring of teachers' performance, and enforcement of school policies, with no significant difference in the responses of male and female principals. This result could probably be because both male and female principals operate within the same administrative guidelines and are required to uphold standards of accountability in the management of school resources and personnel. Similarly, Eze and Okafor (2021) revealed that accountability among school principals enhances school management through transparency, supervision of instructional activities and enforcement of professional responsibilities among teachers. The study also indicated no significant difference in the mean response of male and female principals regarding the influence of accountability on school management. This could be attributed to the fact that both male and female principals receive similar leadership training that emphasize accountability and responsibility in school administration.

Conclusion

This study examined ethical and moral leadership strategies in managing public secondary schools in Port Harcourt Metropolis, Rivers State. The findings revealed that integrity, fairness, and accountability enhance effective management of public secondary schools to a high extent. Principals demonstrated these leadership strategies through ethical conduct, fair application of school rules, objective staff evaluation, proper use of school resources, and effective supervision of teachers. The findings also indicated that there is no significant difference in the mean response of male and female principals on the extent to which integrity, fairness and accountability enhance school management. The study therefore concludes that ethical and

moral leadership strategies play a vital role in promoting transparency, responsibility, and effective administration in public secondary schools in Port Harcourt Metropolis.

Recommendations

1. Educational authorities should organize regular leadership and ethics training programmes for principals to strengthen integrity in decision-making and ensure that school administrators consistently uphold ethical standards in the management of public secondary schools.
2. Principals should be encouraged to apply school rules, disciplinary measures, and staff evaluations fairly and objectively in order to promote trust, equality, and cooperation among teachers and students.
3. School administrators should establish clear monitoring and reporting systems for the use of school resources, implementation of policies, and teachers' professional duties to enhance accountability and improve overall school management.

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