UNIJERPS
Unizik Journal of Educational Research and Policy Studies VOL.19 (3);
January-June, 2025 https://unijerps.org
2023 Impact Factor: **6.834;** 2022 ***Impact Factor***: 5.156; ***2021 Impact Factor: 5.641;***
2020 Impact Factor: 5.355. *Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363*

THE ROLE OF SCHOOL PRINCIPALS IN SUPERVISING TEACHER DISCIPLINE: LEGAL AND ETHICAL CONSIDERATIONS

Dr. Uchenna Maryjane Anushiem
Department of Commercial and Property Law,
Chukwuemeka Odumegwu Ojukwu University,
Igbariam Campus, Anambra State Nigeria.
E-mail: um.anushiem@coou.edu.ng
08062139786

ABSTRACT

This paper explored the role of school principals in supervising teacher discipline within the context of legal and ethical considerations in Nigerian secondary schools. It begins by examining the historical evolution of discipline, highlighting the shift from authoritarian practices to the recognition of students' rights, influenced by significant legal frameworks such as the Nigerian Constitution and the Child Rights Act of 2003. These laws establish the foundation for promoting a safe and equitable learning environment, compelling principals to balance enforceable discipline with respect for students' rights. The study further discusses the ethical principles guiding principles, including fairness, respect, and transparency. These principles are crucial for fostering trust and accountability within the school community. Additionally, the paper identifies challenges principals face, including resistance from teaching staff, cultural attitudes towards authority, and inadequate training to navigate the complexities of legal and ethical frameworks. The importance of principals in creating supportive school cultures that empower teachers while ensuring compliance with legal standards is emphasized. By addressing these critical aspects, the paper aims to provide insights into effective disciplinary practices that enhance educational environments. Ultimately, the research underscores the necessity for school principals to remain informed about evolving legal regulations and adopt ethical leadership practices to foster professional growth and a positive school climate. This comprehensive study contributes to understanding the intricate dynamics between legal obligations and ethical responsibilities in educational leadership, with implications for improving discipline supervision in Nigerian secondary schools.

Keywords: Teacher Discipline, Legal Framework, Ethical Considerations and Authority in Education

Introduction

The role of school principals in supervising teacher discipline is crucial for establishing and maintaining a productive educational environment. As leaders of educational institutions, principals are responsible for ensuring that disciplinary measures align with legal standards and ethical norms. This multifaceted responsibility encompasses not only the enforcement of rules and regulations but also the fostering of a positive school culture where teachers feel supported and

empowered to maintain professional standards. This paper explores the historical context, legal frameworks, and ethical considerations surrounding the role of school principals in supervising teacher discipline, providing a comprehensive background on this vital aspect of educational leadership.

Historically, the approach to discipline in schools has evolved significantly over the past century. In the early 20th century, educational philosophy was largely authoritarian, emphasizing control and obedience. Teachers held considerable authority, and disciplinary measures often included corporal punishment and strict behavioral expectations (Tyack & Cuban, 1995; Enwezor & Chukwunonye, 2022; Ucheagwu-Okoye, 2025). This model positioned teachers as figures of authority with little oversight, resulting in practices that often neglected the rights and welfare of students.

However, the latter half of the 20th century brought about significant changes, driven by social movements advocating for civil rights and the recognition of individual liberties. In Nigeria, the growth of democracy and the increasing awareness of children's rights paved the way for revised educational policies (Losen, 2015; Nwankwo & Okoye, 2022; Okaforcha; Iloka, 2025). The enactment of the Nigerian Constitution in 1999 and the Child Rights Act in 2003 marked pivotal shifts in educational governance, emphasizing the importance of protecting students' rights and promoting equitable treatment in schools (Uwais, 2018; Obumse & Chinwe, 2021; Abonyi, 2022; Onyekwelu, 2024)

Responsibilities of School Principals in Overseeing Teacher Behavior

School principals play a critical role in overseeing teacher behavior, which directly impacts the effectiveness of teaching and the overall climate of the school. Their responsibilities encompass establishing standards, monitoring performance, providing professional development, resolving conflicts, fostering a positive culture, ensuring compliance with legal and ethical standards, and engaging with parents and the community. This paper analyzes these responsibilities in detail.

1. Establishing Standards of Conduct

One of the primary responsibilities of school principals is to establish clear standards of conduct for teachers. This involves articulating expectations around professionalism, classroom management, and ethical behavior (Leithwood et al., 2019; Abonyi, 2020; Nwabachili, Iloka & Ucheagwu-Okoye, 2022). Principals must develop and communicate policies that are aligned with the values of the school community and the broader educational framework.

Code of Conduct Development

Principals often work collaboratively with teachers and stakeholders to create a comprehensive code of conduct. This document delineates expectations for behavior and outlines the consequences for violations (Ugwaka, & Igbokwe 2020; Osegbue, 2022; Okaforcha & Okeke, 2025). By ensuring that all faculty members understand the standards to which they are

held accountable, principals help to promote a culture of professionalism and integrity.

2. Monitoring Teacher Performance

Principals are responsible for regularly monitoring teacher performance through classroom observations and evaluation processes. This oversight allows them to provide constructive feedback and identify areas for improvement (Sergiovanni, 2009; Ethelmary, Nwankwo & Aroh, 2019; Ezeaku 2019; Iloka, 2025). By implementing a systematic approach to performance monitoring, principals can foster professional growth among teachers.

Evaluation Processes

Formal evaluations often involve peer reviews, self-assessments, and student feedback, thereby ensuring a comprehensive view of a teacher's effectiveness (Osegbue, (2021); Ekwesianya, 2025; Ezeaku and Okoye, 2025; Okechukwu, 2025). These evaluations serve not only as accountability measures but also as opportunities for professional development, encouraging teachers to reflect on their practices and strive for continuous improvement.

3. Providing Professional Development

Supporting teachers in their professional growth is a key responsibility of principals. This includes identifying the development needs of teachers based on performance evaluations and classroom observations (Ali, 2020; Ekwesianya, Okaforcha and Okeke, 2020; Enwezor, 2021; Ojimba, 2024). Principals must arrange and facilitate training programs that address these needs, enabling teachers to enhance their skills and effectiveness.

Training Opportunities

Professional development offerings can include workshops, seminars, and collaborative planning sessions. By providing targeted training, principals ensure that teachers are equipped with the latest instructional strategies and pedagogical knowledge (Enwezor & Obi, 2022; Nwakoby, 2025; Nwakoby & Iloka, 2025). This support is vital for developing effective classroom management techniques that lead to improved student outcomes.

4. Conflict Resolution

Conflicts may arise among teachers or between teachers and students, necessitating principals' involvement in resolving these issues. Principals must act as mediators, helping to facilitate open communication and collaborative problem-solving (Hallinger & Heck, 2010; Anushiem, 2023; Azubuike, 2024; Okeke, Okaforcha & Ekwesianya, 2019),

Mediation and Support

Effective conflict resolution involves not only addressing the immediate issue but also recognizing underlying causes and dynamics. Onyekwelu, and Adinna, (2022), Anthony, (2019), Anushiem and Anushiem, (2023) argued that by promoting a culture of respect and dialogue, principals can help create an environment where conflicts are resolved constructively, thus enhancing overall school morale and cooperation.

5. Fostering a Positive School Culture

Creating and maintaining a positive school culture is an essential responsibility of school principals. This involves modeling appropriate behavior and fostering a school

climate that values respect, collaboration, and inclusivity (Sergiovanni, 2009; Okaforcha & Okeke, 2020; Nwankwo, & Ezeibe, 2021). Principals must lead by example, demonstrating the values they wish to instill in their staff.

Encouraging Collaboration

Principals should promote collaboration among teachers through professional learning communities and regular faculty meetings. This collaboration allows educators to share strategies, discuss challenges, and develop a collective approach to enhancing teaching practices and managing classroom behaviors (DuFour & Eaker, 2009, Osegbue, & Nnubia, 2020; Onyekwelu, 2024; Ucheagwu-Okoye, 2025).

6. Ensuring Compliance with Legal and Ethical Standards

Principals must navigate a complex landscape of legal and ethical obligations concerning teacher behavior. This includes understanding and adhering to applicable laws regarding educational practices and employee rights (Uwais, 2018; Abonyi, 2021; Izuchukwu, Ugwaka, Arazu & Ezechi, 2023).

Navigating Legal Frameworks

In many regions, including Nigeria, laws such as the Child Rights Act mandate that educational institutions prioritize student safety and welfare. Principals must ensure that disciplinary actions comply with these legal requirements while also respecting the rights of teachers and students (Skiba et al., 2011; Ibe, 2022; Ezeamama, Ofozoba, 2023; Okoye & Ezeaku, 2025).

Ethical Decision-Making

Ethical leadership is also crucial in overseeing teacher conduct. Principals must exhibit fairness and integrity in their interactions with teachers and students, making decisions that uphold the ethical standards of the profession (Enwezor, 2021; Okeke, 2022; Okeke & Okaforcha, 2025). This commitment to ethical practices not only fosters trust but also enhances the overall functioning of the school.

7. Engaging Parents and the Community

Finally, effective principals engage parents and the community in supporting teacher behavior and school culture. Building strong relationships with stakeholders promotes a sense of shared responsibility for the education of students (Onyekwelu, 2021; Ucheagwu-Okoye, 2021; Azubuike, 2025; Okoye, 2025).

Open Communication

Maintaining open lines of communication with parents and community members allows principals to gather feedback and share information about expectations and standards within the school. Such engagement reinforces the importance of collective efforts to support both teachers and students in achieving academic success (Nonyem and Chimaa, 2020; Obumse, 2022; Nwankwo, 2022).

In summary, school principals bear significant responsibilities in overseeing teacher behavior, impacting both teaching effectiveness and school culture. By establishing clear standards, monitoring performance, providing professional development, resolving conflicts, fostering a

positive environment, ensuring compliance with laws and ethics, and engaging with the community, principals play a vital role in creating a conducive learning environment. The effectiveness of their leadership in these areas directly correlates with improved teacher performance and enhanced student outcomes, making it imperative for educational leaders to continuously refine their approaches to these responsibilities.

The introduction of these legal frameworks necessitated a re-evaluation of discipline practices, compelling school principals to adapt their supervisory roles accordingly. No longer can discipline be authoritarian; instead, it must reflect a commitment to students' rights, social justice, and ethical leadership. As educational leaders, principals are now tasked with balancing legal obligations with fostering a positive learning environment, thus changing the dynamics of discipline supervision in schools.

Legal Frameworks Governing Teacher Discipline

School principals operate within a legal framework that establishes the responsibilities and limitations regarding teacher discipline. In Nigeria, the Constitution guarantees fundamental rights that influence educational practices, including the right to education and protection against discrimination. The Constitution underscores the notion that educational institutions must ensure a safe and conducive learning environment, encouraging respect for all individuals (Constitution of the Federal Republic of Nigeria, 1999).

The Child Rights Act of 2003 serves as an essential legal instrument reinforcing the rights of children in Nigeria. This Act explicitly delineates the protective measures that schools must implement to safeguard children from abuse and neglect (Uwais, 2018; Nneka Anthonia Obumse & Uju Egenti 2021; Ucheagwu-Okoye, 2025). Additionally, it emphasizes the need for disciplinary actions to be commensurate with a child's developmental needs, thereby prohibiting corporal punishment and other forms of inhumane treatment.

Federal and state-level regulations further delineate principals' responsibilities in supervising teacher conduct. For instance, the Teachers Registration Council of Nigeria (TRCN) provides a Code of Conduct that sets forth ethical standards and professional guidelines for teachers (Teachers Registration Council of Nigeria, 2017). School principals must navigate these regulations effectively to ensure compliance and promote an atmosphere of professionalism in their schools.

In summary, the legal frameworks governing teacher discipline necessitate that, principals are well-acquainted with relevant laws and policies. They must educate their staff about these guidelines and promote adherence to appropriate disciplinary practices that respect students' rights while maintaining the integrity of the educational environment.

Ethical Considerations in Supervising Teacher Discipline

Beyond legal frameworks, ethical considerations play a crucial role in the supervision of teacher discipline. Ethical leadership is a fundamental aspect of a

principal's responsibilities, as it influences school culture and the effectiveness of disciplinary actions. Several key ethical principles must guide principals as they navigate disciplinary issues:

Fairness and Equity

Fairness is a cornerstone of ethical leadership in schools. Principals must ensure that disciplinary actions are applied consistently and equitably across the teaching staff. This involves establishing clear expectations and guidelines for teacher behavior while providing teachers with the necessary support to meet these expectations (Sergiovanni, 2009, Anushiem, 2017; Ibe, 2019; Ofozoba, 2020; Ekwesianya, 2022). When disciplinary practices are perceived as arbitrary or biased, it can lead to dissatisfaction and distrust among staff members, ultimately undermining the principal's authority.

Moreover, principals should be aware of the diverse backgrounds and experiences of their teachers, recognizing that systemic inequities may influence disciplinary outcomes. For instance, research has shown that teachers from marginalized communities may experience higher levels of scrutiny or face harsher consequences for similar behaviors compared to their peers (Skiba et al., 2011; Anthony 2014; Adinna & Onyekwelu, 2021; Okaforcha, 2021). By actively promoting fairness and equity, principals contribute to a positive and inclusive school culture.

Respect for Persons

Respect for individuals is another essential ethical principle that principals must uphold in supervising teacher discipline. This principle emphasizes the dignity and worth of all staff members. When addressing disciplinary concerns, principals should practice open communication and engage in constructive dialogue with teachers. Encouraging teachers to share their perspectives and experiences fosters a culture of trust and collaboration (Leithwood et al., 2019; Enwezor, and Obi, 2022; Ezeaku, 2025; Okechukwu, 2025). Principals who demonstrate respect for their staff create an environment where teachers feel valued and empowered, which can enhance their professional growth and commitment to the school.

Transparency

Transparency is critical when it comes to disciplinary matters. Principals should establish clear processes for addressing teacher behavior issues, ensuring that all staff members are informed about expectations and procedures. By creating a transparent environment, principals can mitigate misunderstandings and promote accountability (Lodge, 2016). Additionally, transparency facilitates opportunities for professional development, allowing teachers to learn from their experiences and enhance their skills in classroom management.

Challenges Faced by Principals in Supervising Teacher Discipline

Despite the legal and ethical imperatives that guide their actions, school principals often face challenges in supervising teacher discipline. These challenges may arise from various factors, including resistance from faculty, cultural attitudes towards authority, and a lack of adequate training. For instance, some teachers may resist authority, perceiving disciplinary measures as

encroachments on their autonomy. Additionally, cultural norms that endorse authoritarian leadership may conflict with contemporary educational philosophies advocating collaborative and inclusive practices. This resistance can hinder the implementation of effective disciplinary strategies and contribute to a negative school climate.

Furthermore, principals may lack adequate training in navigating the complexities of legal and ethical considerations in discipline. Professional development programs often do not sufficiently address these critical aspects of school leadership, leaving principals ill-prepared to handle disciplinary issues effectively (Ali, 2020; Onyekwelu, 2024; Abonyi, 2023). Addressing these challenges is essential for ensuring that principals are equipped to fulfill their roles as effective educators and leaders.

Challenges Faced by Principals in Supervising Teacher Discipline

The role of school principals in supervising teacher discipline is essential for fostering a positive learning environment and ensuring the effective functioning of educational institutions. However, this task is fraught with numerous challenges that can hinder principals' ability to manage discipline effectively. This paper explores the various challenges faced by principals in supervising teacher discipline, including issues related to legal frameworks, resistance from teachers, cultural attitudes, inadequate training, and the complexities of balancing authority with ethical considerations. Understanding these challenges is crucial for developing effective strategies to support principals in their pivotal leadership roles.

Legal Challenges

One of the most significant challenges faced by principals in supervising teacher discipline is navigating the complex legal landscape surrounding education. In many countries, including Nigeria, various laws and regulations govern the rights of students and teachers, establishing frameworks for acceptable disciplinary practices. For instance, the Nigerian Constitution and the Child Rights Act of 2003 emphasize the need for protecting students' rights, which can complicate disciplinary actions taken against teachers.

Principals must remain knowledgeable about these laws to avoid potential legal repercussions, such as lawsuits or complaints from disgruntled teachers. Additionally, the ambiguity present within some legal frameworks can create confusion about the appropriate course of action when addressing teacher misconduct. As a result, principals may be hesitant to take necessary disciplinary actions out of fear of legal consequences (Losen, 2015, Ofozoba & Ofozoba, 2023). This apprehension can lead to an environment where issues of misconduct are not addressed adequately, ultimately impacting the school's integrity and learning environment.

Resistance from Teachers

Resistance from teachers is another obstacle that principals frequently encounter when supervising discipline. Teachers may perceive disciplinary actions as punitive or unjust, especially if they feel that they are

being unfairly targeted or scrutinized. This resentment can stem from various factors, including personal conflicts with the principal, misunderstandings about expectations, or broader systemic issues within the educational institution (Sergiovanni, 2009; Osegbue, 2019; Okeke, Okaforcha & Ekwesianya, 2019).

Furthermore, some teachers may resist authority due to ingrained cultural perspectives that prioritize autonomy over compliance. In such environments, teachers might view discipline measures as infringements on their professional judgment or autonomy. This resistance can lead to increased tensions between administrators and faculty members, making it challenging for principals to enforce necessary standards of conduct consistently and effectively (Skiba et al., 2011; Okoye, 2021).

To address this challenge, principals must engage in proactive communication and relationship-building with their teaching staff. By fostering an atmosphere of trust and collaboration, principals can mitigate resistance and create a more constructive environment for discussing behavioral expectations and accountability.

Cultural Attitudes and Norms

Cultural attitudes and norms surrounding discipline significantly influence how teachers and administrators interpret and respond to issues of misconduct. In many educational settings, especially in Nigeria, traditional views on authority and discipline may not align with contemporary educational philosophies promoting respectful and inclusive practices (Uwais, 2018). There is often a lingering expectation that teachers maintain strict control over their classrooms, which can create conflicts when trying to implement alternative disciplinary approaches that emphasize restorative practices.

Additionally, societal norms regarding authority may hinder principals' efforts to enforce accountability among teachers. In cultures where hierarchy is deeply rooted, teachers may resist directives from principals, leading to a reluctance to comply with disciplinary measures (Tyack & Cuban, 1995, Enwezor, & Chukwunonye, 2021). This dynamic can result in principals facing pushback when attempting to maintain professionalism and uphold disciplinary standards, thereby affecting the overall school climate.

To navigate these cultural challenges, principals must strive to promote a shared vision for discipline that considers the unique context of their school community. This may involve engaging all stakeholders—teachers, parents, and students—in discussions about acceptable behavior, mutual respect, and collaborative accountability.

Inadequate Training and Professional Development

Another significant challenge is the lack of training and professional development for principals regarding teacher discipline. Many principals enter their roles with limited preparation for the complexities of managing discipline issues, particularly within diverse and dynamic educational environments (Ali, 2020; Ugwaka & Igbokwe 2023). This lack of training can hinder their ability to

effectively deal with legal concerns, ethical dilemmas, and resistance from staff.

Moreover, inadequate professional development opportunities can lead to a reliance on outdated disciplinary practices that do not align with contemporary educational expectations. Without ongoing training, principals may struggle to implement the latest methodologies and frameworks for effective discipline, resulting in inconsistent enforcement and a diminished school culture (Leithwood et al., 2019, Okaforcha & Okeke, 2019; Ojimba, 2020).

To combat this challenge, educational authorities must invest in professional development programs that equip school leaders with the necessary skills to navigate the intricacies of teacher discipline. Robust training should include legal aspects, conflict resolution strategies, and best practices for fostering a positive school climate, enabling principals to manage disciplinary issues more effectively.

Balancing Authority and Ethical Considerations

Principals must also grapple with the challenge of balancing their authority with ethical considerations in supervision. While it is crucial for principals to maintain a level of authority to enforce discipline, they must also be sensitive to the rights and dignity of teachers. Ethical dilemmas can arise when disciplinary actions conflict with principles of fairness, respect, and transparency (Lodge, 2016; Iloka & Nwakoby, 2025). For example, principals may face situations in which they must discipline a teacher for misconduct while simultaneously considering the potential impact on the teacher's career and well-being. This can create internal conflict and impede decision-making, particularly if the principal is unsure about how to proceed ethically without compromising their authoritative role.

Creating a culture of ethical leadership requires ongoing dialogue about principles of fairness and accountability among the faculty. Principals should prioritize transparency in their disciplinary processes, actively communicating the rationale behind decisions. By fostering an environment that values ethical considerations, principals can build trust with their staff, ultimately enhancing their ability to manage discipline effectively.

Conclusion

In conclusion, supervising teacher discipline presents various challenges for school principals, including legal complexities, resistance from teachers, cultural attitudes, inadequate training, and the delicate balance between authority and ethical considerations. To navigate these obstacles effectively, principals must engage in proactive communication, build trusting relationships with their staff, and seek ongoing professional development that prepares them for the intricacies of disciplinary supervision. Therefore, the role of school principals in supervising teacher discipline is both critical and complex, shaped by historical, legal, and ethical considerations. As educational leaders, principals must navigate the balance between enforcing discipline and respecting the rights and dignity of both students and teachers. Effective supervision of teacher discipline requires a deep understanding of legal frameworks, a commitment to ethical

principles such as fairness and respect, and the ability to foster a positive school culture.

By addressing these challenges, school leaders can create a positive and supportive school culture conducive to both teacher and student success. Ultimately, it is essential for educational authorities to recognize and support the unique challenges faced by principals in managing discipline, ensuring they have the resources, training, and frameworks necessary to lead effectively in today's educational landscape. As the educational landscape continues to evolve, it is imperative for school principals to stay informed about changes in laws and societal expectations regarding teacher behavior. By embracing their responsibilities with integrity and commitment to the principles of justice and equity, principals can create an educational environment that supports teaching excellence and promotes a culture of respect, accountability, and collaboration.

Suggestions to Enhance the Analysis of School Principals' Responsibilities in Overseeing Teacher Behaviour:

Add More Real-Life Examples: Incorporate case studies or real-life scenarios where principals effectively addressed teacher behavior issues. This could illustrate the practical application of their responsibilities and decision-making processes.

Include Diverse Perspectives: Consider including perspectives from various stakeholders, such as teachers, students, and parents, regarding the principal's role in overseeing teacher behavior. This could provide a more rounded view of the impact of leadership decisions.

Focus on Specific Challenges: Highlight specific challenges faced by principals in the context of oversight, such as managing teacher turnover, addressing cultural differences among staff, or dealing with external pressures (e.g., standardized testing).

Examine Impact on Student Outcomes: Discuss how the behaviors of teachers and the oversight strategies employed by principals directly impact student learning and achievement. This connection can underscore the importance of effective management.

Explore Leadership Styles: Analyze how different leadership styles (e.g., transformational, transactional, or instructional leadership) affect a principal's effectiveness in overseeing teacher behavior. This could provide insights into best practices for school leadership.

Discuss Professional Development Models: Include specific professional development models or frameworks that principals can use to support teacher growth effectively. Highlighting successful models can provide practical guidance for school leaders.

Mention Policy Implications: Discuss any relevant policies that support or hinder principals in their oversight responsibilities. This could include district-level guidelines or state regulations that impact teacher conduct and accountability.

Highlight Data-Driven Decision Making: Emphasize the role of data in monitoring teacher behavior and performance. Discuss how principals can utilize data analytics to inform their decisions and improve their oversight strategies.

Address Inclusivity and Diversity: Consider the importance of diversity and inclusivity in the school environment, particularly how principals can ensure that their oversight practices promote equity among teachers and respect for different perspectives.

REFERENCES

Abonyi, A. U. (2022). Sustaining a Claim or Counterclaim for a Declaration of Title to Land: A Review of David Nwankwo Egemonye v Peter Obichukwu Egemonye. *IRLJ*, *4*, 160.

Abonyi, A. U. (2022). The Constitutionality of RUGA as a Land Policy in Nigeria. *AJLHR*, *6*, 52.

Abonyi, A. U. (2023). The Protection of Prisoners of War under International Humanitarian Law. *LASJURE*, *4*, 115.

Adinna, I. P., & Onyekwelu, R. A. (2021). Evaluation Of Supervision Related Challenges on The Implementation of National Policy on Secondary Education in Anambra State Nigeria. *Online Journal of Arts, Management and Social Sciences (OJAMSS);* 5(2), pg.272 – 281

Ali, A. (2020). The role of school leaders in navigating legal and ethical issues in education. *International Journal of Educational Management*, *34*(2), 455-467.

Anushiem, M.I. & Anushiem, U.M.J. (2023). Leave to Sue a Company in Liquidation Under section 580 of Companies and Allied Matters Act 2020: Imperative for Legislative Intervention. *Frontline Bar Journal (FBJ); 1(2),* available in google scholar at http:// www. nigerianjournalsonline.com.

Anushiem, U. M. (2025). Education Law in Nigeria: Imperative for Fundamental Rights Provision. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, *15*(1).

Anushiem, U. M. (2023). The intervention of finance act on taxation of non-resident companies in Nigeria: An appraisal. *Chukwuemeka Odumegwu Ojukwu University Journal of Private and Public Law*, *4*(1).

Anushiem, M. U. (2019). The Constitutionality of The Exclusive Jurisdiction of The Investments and Securities Tribunal (IST). *African Journal of Constitutional and Administrative Law*, *1*, 64-77 available in google scholar at http:// www.journals.ezenwaohaetorc.org

Anushiem, U.M.J. (2022). Intervention of Finance Act (2019) as Amended on Taxation of Dividends in Nigeria: A Legal Appraisal' *Nnamdi Azikiwe University, Journal of Commercial and Property Law*, 9 (1); available in google scholar at http:// www.journals.unizik.edu.ng

Anushiem, U.M.J. (2022). The Intervention of Finance Act on Taxation of Non-Resident Companies in Nigeria: An Appraisal', *Chukwuemeka Odumegwu Ojukwu University Journal of Private and Public Law (COOUJPPL)* 4 (1).

Anushiem, U.M.J. (2023). Appraisal of the Prospects for Taxation of Digital Economy in Nigeria', *Unizik Law Journal*, 19 (2), available on online on journals.ezenwaohaetorc.org.

Azubuike, O. R. (2025). Utilization Of Learning Resources for Teaching in Primary Schools in Udi LGA of Enugu State. *Irish J. Edu Pract*, *8*(01).

Constitution of the Federal Republic of Nigeria. (1999). Retrieved from [https://www.nass.gov.ng/document/download/7138](https://www.nass.gov

Ekwesianya, A. A. (2022). Principals' school-Community Relationship Management

Strategies for School Plant Maintenance in Secondary Schools in Awka Education Zone of Anambra State. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, *6*(1), 191-200.

Ekwesianya, A. A. (2025). Towards Effective Integration of Artificial Intelligence in Teaching Profession in Nigeria: Issues and The Way Forward. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, *14*(1).

Ekwesianya, A. A., Okaforcha, C., & Okeke, N. I. (2020). Principals' Capacity-Building Needs for Conflict Resolution in Secondary Schools in Anambra State. *International Journal of Innovative Science and Research Technology; 6 (5); 513-516.*

Enwezor, C. H. (2021). Relationship Between Principals' human Resource Management Practices and Teachers' job Satisfaction in Secondary Schools in Anambra State. *UNIZIK Journal of Educational Research and Policy Studies*, *2*, 137-150.

Enwezor, C. H., & Chukwunonye, M. N. (2021). Principals' application of Code of Ethics in The Management of Examination Malpractice in Secondary Schools in Anambra State. *COOU Journal of Educational Research*, *6*(2).

Enwezor, C. H., & Obi, E. (2022). Academic Staff Work Environment and Work Orientation as Correlates of their Job Satisfaction in Colleges of Education in South East, Nigeria. *Unizik Journal of Educational Research and Policy Studies*, *11*, 81-93.

Enwezor, C. H., & Obi, E. (2022). Work Environment and Orientation of Male and Female Academic Staff as Correlates of Their Job Satisfaction in Colleges of Education in South East, Nigeria. *UNIZIK Journal of Educational Research and Policy Studies*, *10*, 168-179.

Enwezor, H. C. (2021). Perceived Impact of School Climate on Academic Performance of Secondary School Students in Onitsha North Local Government Area, Anambra State. *UNIZIK Journal of Educational Research and Policy Studies*, *4*, 117-136.

Ezeaku S. N (2019). Creative Quality of Educational Managers in functional Education as a panacea to Achieving Sustainable Development in Anambra State, Nigeria. *Journal of Education, Society and Behavioral Science* Vol. 31 (issued) (Pg 1-9).

Ezeaku, S. N. (2025). Instructional Leadership in The Era of Ai: Correlates to Open School Climate in Secondary Schools in Anambra State. *UNIZIK Journal of Educational Research and Policy Studies*, *19*(1).

Ezeaku, S. N., & Okoye, A. C. (2025). Best Strategies for Ensuring a Good Organizational Climate in Secondary Schools in Anambra State. *Unizik Journal of Educational Laws and Leadership Studies*, *1*(1).

Ezeamama, C.A. Ofozoba C.A. (2023) "*Role of Local Governments in Rural Development of Nigeria, A Case Study of Ekwusigo Local Government Area of Anambra State".* British Journal of Marketing Studies, 11(5). pp. 22-43.

Ibe, I. U. (2022). legal responses to tax evasion and avoidance in Nigeria. *Chukwuemeka odumegwu ojukwu University Journal of Private and Public Law*, *1*(1).

Iloka, P. C. (2025). Teaching Integrity: Strategies for Fostering Ethical Behavior in Students. *UNIZIK Journal of Educational Research and Policy Studies*, *19*(1).

Iloka, P. C., & Nwakoby, C. S. (2025). Examination Of the Legal Rights of Teachers: A Case Study of The Anambra State Legal Provisions. *Unizik Journal of Educational Laws and Leadership Studies*, *1*(1).

Iloka, P. C., & Nwakoby, C. S. (2025). Safety And Security in Managing School Facilities. *Unizik Journal of Educational Laws and Leadership Studies*, *1*(1).

Izuchukwu, V.C., K.A. Ugwaka, V. Arazu and C.U. Ezechi, 2023. Quality evaluation of commercial fish ponds in Uli, Anambra State and their health implications. *International Journal of Agricultural Research;* 18(2), 56-63.

Leithwood, K., Harris, A., & Hopkins, D. (2019). *Seven strong claims about successful school leadership revisited*. Educational Management Administration & Leadership, *47*(5), 764-782.

Lodge, C. (2016). *Promoting trust and collaboration in schools: The role of educational leaders*. New York, NY: Routledge.

Losen, D. J. (2015). *Closing the school discipline gap: Equitable remedies for excessive exclusion*. New York, NY: The Civil Rights Project at UCLA.

Nneka Anthonia Obumse & Uju P. Egenti (2021). Influence of mental health status on academic achievement of public secondary school students in Anambra State. *African Journal of Educational Management, Teaching and Entrepreneurship Studies.*

Nneka Anthonia Obumse, Uju P. Egenti (2021). Influence of psychosocial variables on campus adjustment of first-year students of Colleges of Education in Delta State, Nigeria. *Unizik Journal of Educational Research and Policy Studies.* Vol. 9. (2021).

Nonyem, O. I., & Chimaa, O. C. (2020). Principals' auditing practices as predictors of teachers' job involvement in secondary schools in Anambra State. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, *1*(1), 1-7.

Nwabachili, C. C., Iloka, C. P., & Ucheagwu-Okoye, O. (2022). Legal Implication of The Difference Theory of Law and Gender in The Feminist Jurisprudence. *Chukwuemeka Odumegwu Ojukwu University Law Journal*, *7*(1).

Nwakoby, C. S. (2025). Leadership In Educational Management. *UNIZIK Journal of Educational Research and Policy Studies*, *19*(1).

Nwakoby, C. S., & Iloka, P. C. (2025). Examining Education Law of Torts in Public Secondary Schools in Anambra State. *UNIZIK Journal of Educational Laws and Leadership Studies*, *1*(1).

Nwakoby, C. S., & Iloka, P. C. (2025). Regulatory Challenges in Implementing Digital Education in Anambra State for Sustainable Development. *Unizik Journal of Educational Laws and Leadership Studies*, *1*(1).

Nwankwo, A. A. (2022). Green business strategies and performance of breweries in South-East Nigeria. *International Journal of Innovative Social Sciences & Humanities Research*, *10*(1), 127-138.

Nwankwo, A. A. (2022). Impact of Emerging Digital Technology on Organizational Performance: A Study of Fidelity Bank in Anambra State. *International Journal of Business Systems and Economics*, *13*(5), 156-168.

Nwankwo, A. A., & Ezeibe, C. V. (2021). Influence of innovation on financial performance of small and medium scale enterprises in Onitsha. *International*

Journal of Business & Law Research, *9*(2), 172-180.

Nwankwo, A. A., & Okoye, O. A. (2022). Time Management as a Tool for Organizational Survival in the Private Sector; a Study of Transport Firms in Anambra State. *International Journal of Business Systems and Economics*, *13*(5), 235-249.

Nwankwo, I. N. (2020). Assessment of principals' implementation of education management information systems in staff personnel management in secondary schools in South-East states of Nigeria. *International Journal of Innovative Science and Research Technology; 5 (10)*, 398 - 404.

Nwankwo, I. N. (2022). Management practices for controlling fund wastages and misappropriation in secondary schools In Anambra State. *Unizik Journal of Educational Research and Policy Studies*, *14*(1), 177-190.

Nwankwo, I.N. (2022). Management Practices for Controlling Fund Wastages and Misappropriation in Secondary Schools in Anambra State. *Unizik Journal of Educational Research and Policy Studies (UNIJERPS) 14 (1)*; 177-190.

Obumse, N. A. (2022). Influence of Parents Socio-Economic Factors on Psychosocial Adjustment Levels of Anglophone Adolescents Residents in Burkina-Faso, Francophone Speaking West Africa. Sapientia Global Journal of Arts, Humanities and Development Studies (SGOJAHDS), 5(3) p.g. 147 – 161

Obumse, N. A. (2022). Relationship Between Family Levels of Expenditures and Socio-Cognitive Adjustment Levels of Adolescents in Anambra State Nigeria. *Sapientia Foundation Journal of Education, Sciences and Gender Studies*, *4*(3). pg. 213 – 223

Obumse, N. A. P. (2022). Influence of Parenting Styles and Nurturance on the Psychosocial Development of Adolescents in Enugu State: Implication for Employability and Global Competitiveness in The New Normal. Sapientia Global Journal of Arts, Humanities and Development Studies (SGOJAHDS), 5(3); p.g. 59– 68

Obumse, N. A., & Chinwe, T. (2021). Sexual Violence Among Female Undergraduates in Anambra State: Prevalence, Patterns and Counselling Practices. *Journal of Educational Research & Development*, *4*(1).

Ofozoba C. A. (2020), "*A Philosophical Reflection on Gender Inequality and the Status of Women in the 21st Century Nigeria Social Environment".* The International Journal of Humanities & Social Studies; 8(10) DOI No: 10.24940/theijhss/2020/v8/i10/HS2010-036. www.theijhss.com

Okaforcha, C. C. (2021). Relationship Between Principals' staff Personnel Practices and Teachers' job Commitment in Secondary Schools in Anambra State. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, *4*(1), 191-198.

Okaforcha, C. C., & Iloka, C. P. (2025). Disciplinary Measures as Correlates of Students' misbehaviour in Public Secondary Schools in Anambra State. *UNIZIK Journal of Educational Research and Policy Studies*, *19*(1).

Okaforcha, C. C., & Okeke, I. N. (2020). School Leadership as A Correlate of Teachers' job Satisfaction in Public Secondary Schools in Awka Education Zone of Anambra State. *UNIZIK Journal of*

Educational Research and Policy Studies, 1, 1-7.

Okaforcha, C. C., & Okeke, N. I. (2025). Towards Effective Safety Management in Secondary Schools in Nigeria. *Unizik Journal of Educational Research, Science and Vocational Studies*, *1*(1).

Okaforcha, C., & Okeke, N. I. (2019). Extent of principals' human resource management practices for teachers' job involvement in secondary schools in Anambra State. *African Research Review*, *13*(2), 145-155.

Okechukwu, E. (2025). Legal Protections of Teachers for Sustainable Workforce. *Unizik Journal of Educational Laws and Leadership Studies (UNILAWS), 1 (1).*

Okechukwu, E. (2025). Principals' Effective Communication Strategies for Improving Teachers' Job Performance in Secondary Schools in Anambra State. *Unizik Journal of Educational Research and Policy Studies VOL.19 (2).*

Okechukwu, E. (2025). Teachers Rights and Responsibilities and Societal Expectations. *Unizik Journal of Educational Laws and Leadership Studies (UNILAWS), 1 (1).*

Okeke, N. I. (2022). Principals' organizing Strategies for School Plant Maintenance in Secondary Schools in Awka Education Zone of Anambra State. *UNIZIK Journal of Educational Research and Policy Studies*, *13*(1), 167-173.

Okeke, N. I., & Okaforcha, C. C. (2025). Towards Effective Management of University Education in Nigeria. *Unizik Journal of Educational Laws and Leadership Studies*, *1*(1).

Okeke, N. I., Okaforcha, C., & Ekwesianya, A. (2019). Attrition and strategies for teacher retention in secondary schools in Anambra State. *Global Journal of Education, Humanities and Management Sciences, 1(1), 148–156.*

Okeke, N. I., Okaforcha, C., & Ekwesianya, A. (2019). Principals' School Self-Assessment Practices for Secondary School Improvement in Awka Education Zone of Anambra State. *Global Journal of Education, Humanities and Management Sciences* (GOJEHMS); 1(1), pg.128 - 136

Okoye, A. C., & Ezeaku, S. N. (2025). Digitalization in Teaching and Learning and The Challenges Hampering Its Smooth Flow. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, *14*(1).

Onyekwelu, R. A. (2021). Principals' administrative Measures for Enhancing Instructional Effectiveness in Anambra State Public Secondary Schools. *COOU Journal of Educational Research*, *6*(1).

Onyekwelu, R. A. (2024). Enhancing the Quality of Secondary Education Through Professional Development of Teachers in Nigeria. *British Journal of Multidisciplinary and Advanced Studies*, *5*(1), 194-205.

Onyekwelu, R. A. (2024). Students' use of Search Engines as Correlate of Students Academic Performance in Senior Secondary Schools in Ogidi Education Zone. *Multi-Disciplinary Research and Development Journals Int'l*, *5*(1), 11-11.

Onyekwelu, R. A. (2024). Teachers' Professional Competencies as correlates of Student's Academic Achievement in Public Secondary Schools in Anambra State. AJSTME, Volume. 10 (3); 404-411; https://www.ajstme.com.ng

Onyekwelu, R. A., & Adinna, P. I. (2022). Influence Of Covid-19 On the Nigeria Secondary Education System: Effective Virtual Learning, The Way Forward (A Case Study of Anambra State). *Journal*

of Educational Research & Development, *5*(2).

Osegbue, G. C. (2025). Crisis intervention and response in educational institutions: developing and implementing plans in developing countries. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, *15*(1).

Osegbue, G. C. (2025). Crisis intervention and response in educational institutions: developing and implementing plans in developing countries. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, *15*(1).

Osegbue, G. C. (2025). Early childhood education in Nigeria: challenges and prospects. *Unizik Journal of Educational Laws and Leadership Studies*, *2*(1).

Osegbue, G. C. (2025). Early childhood education in Nigeria: challenges and prospects. *Unizik Journal of Educational Laws and Leadership Studies*, *2*(1).

Osegbue, G.C. (2019). Perceived impact of effective educational planning on education system for national cohesion and global competitiveness. *International Journal of Educational Practice (IISTE)*, 10(11), 108-117.

Osegbue, G.C. (2021). Principal' management of students' personnel services for attainment of educational goals in Anambra State. *Journal of Educational Research and Development*, *4(1*), 85-92.

Osegbue, G.C. (2022). Effectiveness of visual video tutoring on students' learning in coping with COVID 19 in the new normal. *International Journal of Educational Practice (IISTE),* 13(21) 110-122.

Osegbue, G.C., & Nnubia, J.N. (2020). Adequacy of strategic plan implementation in secondary schools' administration for sustainable educational development in Anambra State, Nigeria. *Unizik Journal of Educational Management and Policy*, *4(1)*, 104-114.

Sergiovanni, T. J. (2009). *The principalship: A reflective practice perspective*. Boston, MA: Pearson Education.

Skiba, R. J., Arredondo, M. I., & Rausch, M. (2011). New and developing research on disproportionate school discipline. In *Handbook of African American Education*. New York, NY: Routledge.

Tyack, D. B., & Cuban, L. (1995). *Tinkering toward utopia: A century of public-school reform*. Cambridge, MA: Harvard University Press.

Ucheagwu-Okoye, O. M. (2025). Role Of School Leaders in Promoting Mental Health Awareness Among Secondary School Students in Anambra State for Sustainable Development. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, *14*(1).

Ucheagwu-Okoye, O. M. (2025). The Role of Artificial Intelligence (AI) in Student Assessment and Evaluation in Educational Leadership in Tertiary Institutions in Anambra State. *Unizik Journal of Educational Laws and Leadership Studies*, *1*(1).

Ugwaka, K. A. (2025). Availability, accessibility and utilization of e-learning resources in teaching agricultural science in senior secondary schools in Anambra state. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, *15*(1).

Ugwaka, K. A. (2025). Availability, accessibility and utilization of e-learning resources in teaching agricultural science in senior secondary schools in Anambra state. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, *15*(1).

Ugwaka, K. A. (2025). Integrating digital agriculture into the undergraduate agricultural education programmes in Nigerian universities for vocational development. *Unizik Journal of Educational Research, Science and Vocational Studies* 2 (1); 229-241.

Ugwaka, K. A. (2025). Integrating digital agriculture into the undergraduate agricultural education programmes in Nigerian universities for vocational development. *Unizik Journal of Educational Research, Science and Vocational Studies* 2 (1); 229-241.Ugwaka, K.A. and Igbokwe, S.O. (2023). Effect of Phthalates from Plastic Culture Materials on the Growth and Survival of African Catfish. *International Journal of Agricultural Research; 18 (1): 36-44.*

Ugwaka, K.A. and Igbokwe S.O. (2020). Effect of ration level on the growth and development of clarias gariepinus. *International Journal of Agricultural Research and Food Production*, 5(3); 1-9.

Uwais, M. (2018). Legal issues in education: An overview for Nigerian principals. *Journal of Educational Leadership and Management*, *2*(1), 21-35.