



PRINCIPALS ETHICAL LEADERSHIP BEHAVIOUR ON ADMINISTRATION OF PRIVATE SECONDARY SCHOOLS FOR SUSTAINABLE NATIONAL DEVELOPMENT



¹Dr Joy Nkechi Njoku

Department of educational foundations
Federal college of Education Eha Amufu
Enugu State, Nigeria
Email:njokuugochukwu33@gmail.com

²Dr. Ihuarulam Maryjane Okwuchi

mihuarulam@gmail.com

&

³Abanobi Chikodi Beatrice

2&3 Department of Educational Foundations and Administration
Alvan Ikoku Federal University of Education, Owerri
Imo State, Nigeria
chibetty00@gmail.com

Abstract

The study examined Private school Principals ethical leadership behaviour on administration of private secondary schools for sustainable National Development. The study adopted a descriptive survey design; three (3) research questions guided the study. The population of the study consists of 120 (One hundred and twenty) Private schools principals in Owerri Municipal Council. The entire population of 120 (One hundred and twenty) Private School principals were used as sample for the study. The study adopted a purposive sampling technique for this study. The instrument for data collection was a self-structured questionnaire titled Principals Ethical Leadership Behaviour on Administration of School Questionnaire (PSPELBASQ). The instrument adopted four-point scale of Very high extent to very low extent. The face and content validity of the instrument were done by two experts in measurement and evaluation and one expert from Educational Administration & Foundations. Cronbach Alpha reliability co-efficient method was used for reliability test which yielded reliability co-efficient of 0.81. Mean and standard deviation were used to analyze the research questions. Findings revealed that principals' ethical leadership behaviour on administration of private secondary schools for sustainable National development enhances the administration of secondary schools with respect to decision making, supervisory instruction and communication ethical leadership behaviours. It was recommended that Private secondary school principals should constantly display ethical leadership behaviour in the discharge of their administrative functions. This will help create a positive school climate which is an essential component for administration of schools.

Keywords: Principals, Ethical Leadership Behaviour, Private Secondary Schools and Sustainable National Development

Introduction

Education has been regarded as the instrument for sharpening the intellectual powers of man. It is the key to human and capital development and the key to national development. Education is seen as an important means of transmitting the skills and knowledge needed by individuals to participate in the society. It is also required in the contribution to the development of a country's economic, political and social development. In the secondary school level of education, the principal is the head of the school. It is also the responsibility of the principals to provide the appropriate leadership practices which entails



effective administration of the Secondary education. The Secondary Education's broad goals of preparing people for useful living in the society and for higher education have made it imperative that it should among others, supply trained manpower, inspire its students with the desire for self-improvement and achievement of excellence, raise the generation of people who can think for themselves, respect the view and feelings of others and respect the dignity of labour (FRN, 2004).

The school principal is the leader and gives the necessary leadership functions for the achievement of educational goals. The principal as the leader is responsible for all that happens in the school. Principal as the leader is responsible for all that happens in the school. The principal behaviour is expected to be guided by ethical principles as indicated by the National Association of School Psychologists (NASP, 2010) and they include: respecting the dignity and rights of all persons, showcasing professional competence and responsibility, fostering honesty and integrity in professional relations, showcasing responsibility and commitment to school, families, community and the society, maintaining professionalism, among others. As ethical leaders guided by ethical principles, school principals should be good role models for their staff by displaying ethical behaviours themselves first. This will enable their staff to adopt ethical values and norms more easily (Eskender, 2015; Sarıkaya & Erdoğan, 2016). School Principal is someone that shows the way or influences someone or people to do things or think in a particular way or to contribute voluntarily to the achievement of group tasks in a given situation (Eskender, 2015). He or she should have a philosophy of life, personal traits and qualities that lead to action with desirable character and which seems to be of benefit to him or her and others in bid for successful career as principal of the school (Chike-Okoli, 2017). Akpakwu (2017) sees the principal as the single administrative and academic head, who is responsible for the operation of the school. The principal carries out administrative and instructional functions in the school through an effective leadership style and ethical leadership behaviour.

Principal Ethical leadership behaviour can also be defined as leadership that is directed by respect for ethical beliefs and values and for the dignity and rights of others. It is thus related to concepts such as trust, honesty, consideration, charisma and fairness (McQueeny, 2016; Reilly, 2006). The Centre for Ethical Leadership (CEL, 2013) opined that ethical leadership behaviour involves leading in a manner that respects the rights and dignity of others; a concept that is at times in direct conflict with more traditional models of leadership. Ethical leadership is perceived to be a role modelling leadership, enabling employees to do the right thing by asking the right questions (Freeman & Stewart, 2016). Downe, Cowell and Morgan (2016) perceive ethical leadership practices to emanate either from the nature and behaviour of the leader as a person, encouraging emulation, or from the systems and practices that they set up to regulate conduct on their behalf. Northouse (2016) identifies the cardinal principles and indicators of ethical leadership as: respect for others; service to others; justice for others; honesty towards others; and building community. Ethical leadership is positively linked with favorable employees' outcomes including being effective positive attitudes and behaviour (Chen & Hou, 2016; Ng & Feldman, 2015). Principals' ethical leadership behaviour according to Akpakwu (2016) focuses attention on principals' conducts towards planning and improving instructional activities in the school, provision of resources for teachers, teacher evaluation, group dynamics - working with groups, and utilizing various supervisory techniques to ensure that instructional objectives are achieved. The researcher's interest on principal ethical leadership behaviour will focus on decision making leadership behaviour, Instructional supervisory leadership behaviour and Communication leadership behaviour.

Decision making is one important managerial task of school principals. Decision making as defined by Lussier cited in Akpakwu (2017) is the process of selecting a course of action that will solve a problem. Ethical decision-making behaviour refers to the process of evaluating and choosing among alternatives in a manner consistent with ethical principles (Akpakwu, 2017). Principals' ethical decision-making behaviour also focuses on principals' ability to utilize a shared decision-making process to make sound decisions regarding students and staff that exercise good and rationale judgment. Decisions must be made by principals when they are faced with any problem. Good decisions result in the selection of the appropriate goals and course of actions that increase performance, while bad decisions result in lower or poor performance in educational establishments. The principal must be fair



and take other people 's views and opinions into consideration when taking decisions affecting teachers in the school (Cherkowski, Walker &Kutsyuruba, 2015). This calls for participatory decision-making process in the school.

Akpakwu (2012) and Dempsey (2013) identified the following steps involved in ethical decision making: Recognize an issue or concern and the duty to act or become involved. This implies that the principal must identify the problem and also draw attention of the parties' concerns and define the problem - including the principles, standards, and values involved – and identify fundamental objectives as well as potential conflicts and risks.

Principals' Ethical Instructional Supervisory Leadership Behaviour is to ensure effectiveness of teaching and learning delivery in the secondary schools demands that teachers should be constantly supervised during classroom instructions. Principals perform this role/function through instructional supervision. According to Kochlar (2015), Makokha (2015), Okolo (2015), Onuma (2016), Sule, Ameh and Egbai (2015), instructional supervision is one of the critical administrative functions of a school administrator that involves overseeing and guiding the teaching and learning process in an academic institution. Kochlar, Makokha and Okolo (2018) studies further sees instructional supervision as those activities which are primarily and directly concerned with studying and improving the conditions which surround the learning and growth of pupils, and also include whatever is done to improve on the teachers' ability and competence to deliver lessons to improve on pupils' learning. Eya and Chukwu (2012) saw instructional supervision in school merely as a process for teachers' improvement purposes which include among other things ensuring that teachers perform their assigned functions. There are many reasons for instructional supervision in schools. Some of these according to Ogunu (2018) are: to make sure that teachers are performing the duties which they are employed to do; assisting teachers to develop and utilize methods and materials which will improve the progress of a child and improve teachers' professional effectiveness; to know the performance of teachers recruited; to discover special abilities possessed by the teachers in school; to provide opportunities for teachers development; to know the effectiveness of classroom management by teachers; to appraise the performance of the school through the use of competent and committed teachers; and to identify the needs of teachers in the school.

School Principal Maintaining effective communication system among students, teachers and other non- teaching staff is one of the important functions of principals in the secondary school. Where effective communication system is highly projected in an organization including the school system then it is possible that the aims, objectives and goals of such organizations will be achieved and likewise enhances good performance. The extent to which a principal establishes and maintains good and effective communication flow using ethical standards, to that extent he is able to accomplish his set goals.

Failure to appropriately communicate leads to poor teacher commitment and friction between workers or subsystems, with organizational failure as the resultant effects. Any administrator or principal who wishes to avoid a disappointing situation, conflicts or disorder must have to ethically communicate with staff as it is the epitome of effective school administration. Communication as defined by Udeozor (2014) as the act of passing relevant information to the person who needs to know, or who, is in a position to use that information because it affects his work. It involves the means and process of transmitting message, ideas and information from one individual to another and also among members in a group. Communication is the unifying means by which organization members are linked together to achieve a central purpose and objective. Communication helps to link all the various organization activities and however the performance of all functions of the principal such as planning, organizing, directing, controlling and coordinating depends on effective system of communication. All organization leaders should device means or way of communicating with subordinates for effective communication. However, a broken-down communication ignites mutual distrust, suspicions, resentment, gossips, insecurity and fear (Udeozor, 2014). According to Årlestig (2018), communication is a multidimensional process which requires frequent use of dialogues and conversations in the school organization.



Blasé and Blasé (2000) opined that principal ‘who applied ethical principles in decision making often used an inquiry approach with teachers and they frequently solicited teachers ‘advice about instructional matters. Alimi and Akinfolarin (2017) opined that Principals’ instruction supervisory behaviour assists school heads to improve classroom instructions. In essence, a principal that demonstrates ethical instruction supervisory leadership behaviour is one who is hardworking, have accurate knowledge of what goes on in the school and are interested in teachers ‘classroom instructional delivery. The principal is approachable, kind, considerate and willing to take advantage of teachers’ special skills (Makokha, 2015). The studies of Okolo (2015), Sule, Ameh and Egbai (2015) and Onuma (2016) found that there was a significant high positive relationship between instruction supervisory practice of classroom observation, checking of teachers’ lesson notes and preparation, monitoring of teachers’ attendance and teacher effectiveness/performance. Igbo (2002) confirmed that the quality of students learning was directly related to the quality of classroom instruction which is determined through teacher commitment and instructional supervision. Ensley (2014) study found that leadership role performed by principals showed high level of instruction leadership responsibilities in instruction supervision in the school. Crawford-Patterson (2008) supporting the above finding, also discovered that principals’ communication practices positively related and influenced the school improvement work. Arlestig (2008) on communication between principals and teachers in successful schools found that leadership communication in schools is related to everyday activities of teachers and individual students’ work. In successful schools, principals and teachers communicated more frequently about issues related to teaching and learning. These principals made more classroom visits and provided more frequently feedback on teachers’ professional role. Ensley (2014) found that leadership role performed by principals showed high level of instructional leadership responsibilities in communication networks in the school. Principals that demonstrate ethical communication leadership behaviour recognize the importance of good communication and communicate effectively with teachers in the school organization (Kline, 2000; Arlestig, 2008). Miles, Castrence and Fox (2006) confirmed that for efficiency in the school organization, principals as facilitators must demonstrate such ethics like valuing transparency, valuing flexibility, and valuing diversity while communicating to staff. Aspects of principals’ ethical communication leadership behaviour that positively relates to teachers’ commitment according to Kline (2000) and Arlestig (2008) includes treating teachers with respect and sensitivity to their rights and duties, compassionate in talking with teachers as a way of showing a good listener who avoids prejudgments, use of effective communication channels in order to prevent distrust among teachers, use of good gestures to praise teachers teaching task and conveying empathy and warmth when communicating with staff and students, among others.

Statement of the Problems

The primary objective of every principal is to administer his school in such a way that the educational objectives are achieved. The principal as chief custodian of all administrative, academic and extra teaching and non-teaching, students and facilities in order to achieve instructional goals and quality education. The ethical leadership behaviours exhibited by principals in form of their ethical instructional leadership behaviour, ethical decision-making leadership behaviour, ethical instructional supervisory leadership behaviour, among others, must be acceptable to the teachers. A significant challenge for principals is to identify the situations in their schools, such as school culture, how it affects the students and the type of leadership behaviors principals adopt in order to choose a path for the improvement of the schools. The principal is the critical person when it comes to efforts to improve the quality of the school. Since a school is known to be an instrument of change and reform in the society, the principal is pivotal in driving reforms and changes (Uyanga, 2018). This responsibility is very obligatory and principals are expected to be the catalysts for change and deploying managerial skills for implementing change within the school. Thus, the principal is the key supporting agent for change to achieve success in the school. It is against this backdrop that this study examines Principals ethical leadership behaviour on administration of private secondary schools for sustainable National development.



Purpose of the Study

The purpose of this study was to examine Principals ethical leadership behaviour on administration of private secondary schools for sustainable national development in Imo State. Specifically, the study seeks to;

1. examine the extent to which Private schools’ principals ‘ethical decision-making leadership behaviour enhances administration of private secondary schools for sustainable national development in ImoState,
2. examine the extent to which principals ‘ethical instruction supervisory leadership behaviour enhances administration of private secondary schools’ sustainable national development inImo State
3. examine the extent to which principals ‘ethical communication leadership behaviour enhances administration of private secondary schools for sustainable national development in Imo State

Research Questions

1. To what extent does principals’ ethical decision-making leadership behaviour enhance administration of private secondary schools for sustainable national development t in Imo State.?
2. To what extent does principals’ ethical instruction supervisory leadership behaviour enhance administration of private secondary schools’sustainable national development in Imo State?
3. To what extent does principals’ ethical communication leadership behaviour enhance administration of private secondary schools’sustainable national development in Imo State?

Methodology

The study adopted a descriptive survey design. According to Nworgu (2023), this type of research design involves a well-detailed critical examination of a situation to find what it is and how it is. This makes the research design suitable for the study. The population of the study consists of 120 (One hundred and twenty) Private schools principals in Owerri Municipal Council. The entire population of 120 principals was used as the sample size using census sampling techniques. The instrument titled Principals Ethical Leadership Behaviour on Administration of PrivateSecondary SchoolsQuestionnaire (PELBAPSSQ) was used for data collection. The instrument contains 15 items and designed to elicit information from research questions. It is design using four-point scale of Very High Extent (VHE), High Extent (HE), Low extent (LE) and Very High Extent (VHE). The face and content validity of instrument wasvalidated by two experts in measurement and Evaluation and one expert in Education administration and Foundations. Cronbach Alpha Reliability Coefficient method was used to test the reliability of the items and a reliability coefficient at 0.81 was obtained. The researcher with the help of research assistances distributed copies of the questionnairesto respondents and was retrieved immediately. The data were collated using the mean and standard deviation to answer the research questions.

Results

Research QuestionOne: To what extent does principals’ ethical decision-making leadership behaviour enhance administration of private secondary schools for sustainable national development in Imo State.

Table 1: Mean and Standard Deviation on principals ‘ethical decision-making leadership behaviour enhance administration of private secondary schools.

S/N	Items	Mean	SD	Remarks
1	Integrity in creating an enabling environment where teachers value each other ‘s ideas	3.09	0.74	High Extent
2	Honestly models and promotes open and inclusive dialogue	3.10	0.81	High Extent
3	Accepts teachers’ professional judgements ‘and decisions in the school	3.00	0.63	High Extent



4	Supportive in allowing teachers implement decisions unanimously taken at meetings without procrastinating	3.04	0.72	High Extent
5	Adopts effective style in decision making improves teachers work in school	3.00	0.63	High Extent

Results in table 1 showed that all the items scored above 2.50 were accepted. This implies that Integrity in creating an enabling environment where teachers value each other ‘s ideas, Honestly models and promotes open and inclusive dialogue, Accepts teachers’ professional judgements ‘and decisions in the school, Supportive in allowing teachers implement decisions unanimously taken at meetings without procrastinating and Adopts effective style in decision making improves teachers work in school are principal effective style in decision making which improves teachers work in school.

Research Question two: To what extent does principals’ ethical instruction supervisory leadership behaviour enhance administration of private secondary schools’ sustainable national development in Imo State.

Table 2: Mean and Standard Deviation on principals ‘ethical instruction supervisory leadership behaviour enhances administration of private secondary schools

S/N	Items	Mean	SD	Remarks
6	Ensures that teachers show good knowledge of the subject matter	3.12	0.84	High Extent
7	Competent in ensuring that teachers conduct effective and up to-date assessment for reinforcing students learning	3.02	0.61	High Extent
8	Engages teachers in workshops and seminars as a way of boosting their efficiency	3.08	0.71	High Extent
9	Reliable in monitoring and observing classroom instruction regularly	3.00	0.63	High Extent
10	Sincere in applying the principles guiding effective instructional supervision for improving teachers’ performance	3.02	0.61	High Extent

Results in table 2 showed that all the items scored above 2.50 were accepted. The implies that Ensures that teachers show good knowledge of the subject matter, Competent in ensuring that teachers conduct effective and up to-date assessment for reinforcing students learning, Engages teachers in workshops and seminars as a way of boosting their efficiency, Reliable in monitoring and observing classroom instruction regularly and Sincere in applying the principles guiding effective instructional supervision for improving teachers’ performance are does principals’ ethical instruction supervisory leadership behaviour enhance administration of public secondary schools’.

Research Question 3: To what extent does principals’ ethical communication leadership behaviour enhance administration of private secondary schools’ sustainable national development in Imo State.

Table 3: Mean and Standard Deviation on principals ‘ethical communication leadership behaviour enhances administration of private secondary schools.

S/N	Items	Mean	SD	Remarks
11	Convey empathy and warmth when communicating to staff and students	3.05	0.84	High Extent
12	Conveys genuine respect as a way of enabling teachers maintain a feeling of integrity and personal control	3.01	0.61	High Extent
13	Always express issues clearly in concise language when communicating to teachers	3.04	0.71	High Extent
14	Willing to use telephones to communicate and reach out to teachers	3.13	0.63	High



	on urgent matters that need immediate response and attention			Extent
15	Uses effective communication mode and channels in order to prevent distrust among teachers	3.21	0.61	High Extent

Results in table 3 showed that all the items scored above 2.50 were accepted. This implies that Convey empathy and warmth when communicating to staff and students, Conveys genuine respect as a way of enabling teachers maintain a feeling of integrity and personal control, Always express issues clearly in concise language when communicating to teachers, Willing to use telephones to communicate and reach out to teachers on urgent matters that need immediate response and attention and Uses effective communication mode and channels in order to prevent distrust among teachers are the principals' ethical communication leadership behaviour enhance administration of public secondary schools'.

Discussion

Based on the findings it showed that ethical decision-making leadership behaviour enhances administration of private secondary schools for goal attainment in Imo State. The finding of this present study supports that of Blasé and Blasé (2000) opined that principal 'who applied ethical principles in decision making often used an inquiry approach with teachers and they frequently solicited teachers' advice about instructional matters.

Results in research question two showed that principals in secondary schools applied the ethical principles or rules in their instructional supervision. This result is in accord with the findings of Alimi and Akinfolarin (2017) opined that Principals' instruction supervisory behaviour assists school heads to improve classroom instructions. In essence, a principal that demonstrates ethical instruction supervisory leadership behaviour is one who is hardworking, have accurate knowledge of what goes on in the school and are interested in teachers' classroom instructional delivery. The principal is approachable, kind, considerate and willing to take advantage of teachers' special skills (Makokha, 2015). The studies of Okolo (2015), Sule, Ameh and Egbai (2015) and Onuma (2016) found that there was a significant high positive relationship between instruction supervisory practice of classroom observation, checking of teachers' lesson notes and preparation, monitoring of teachers' attendance and teacher effectiveness/performance. Igbo (2002) confirmed that the quality of students learning was directly related to the quality of classroom instruction which is determined through teacher commitment and instructional supervision. Ensley (2014) study found that leadership role performed by principals showed high level of instruction leadership responsibilities in instruction supervision in the school.

Also, finding of the study indicates that principals in secondary schools showed ethical principles of communication with the teachers. The ethical communication leadership behaviour which impacted positively on administration improves the administration in many of the secondary schools. The result is in line with the finding of Crawford-Patterson (2008) supporting the above finding, also discovered that principals' communication practices positively related and influenced the school improvement work. Arlestig (2008) on communication between principals and teachers in successful schools found that leadership communication in schools is related to everyday activities of teachers and individual students' work. In successful schools, principals and teachers communicated more frequently about issues related to teaching and learning. These principals made more classroom visits and provided more frequently feedback on teachers' professional role. Ensley (2014) found that leadership role performed by principals showed high level of instructional leadership responsibilities in communication networks in the school. Principals that demonstrate ethical communication leadership behaviour recognize the importance of good communication and communicate effectively with teachers in the school organization (Kline, 2000; Arlestig, 2008). Miles, Castrence and Fox (2006) confirmed that for efficiency in the school organization, principals as facilitators must demonstrate such ethics like valuing transparency, valuing flexibility, and valuing diversity while communicating to staff. Aspects of principals' ethical communication leadership behaviour that positively relates to teachers' commitment according to Kline (2000) and Arlestig (2008) includes treating teachers with respect and sensitivity to their rights and duties, compassionate in talking with teachers as a way of showing a good listener who avoids prejudgments, use of effective communication channels in order to prevent distrust among



teachers, use of good gestures to praise teachers teaching task and conveying empathy and warmth when communicating with staff and students, among others.

Conclusion

The study concluded that principals' ethical leadership behaviour on administration of private secondary schools for sustainable National development enhances the administration of secondary schools with respect to decision making, supervisory instruction and communication ethical leadership behaviour. It was concluded that effective decision making improves teachers work in school. Principal ensures that teachers conduct effective and up-to date assessment for reinforcing students learning and conveys genuine respect as a way of enabling teachers maintain a feeling of integrity and personal control.

Recommendations

Based on the findings of the study the following recommendations are made:

- Private secondary school principals should constantly display ethical leadership behaviour in the discharge of their administrative functions. This will help create a positive school climate which is an essential component for administration of schools.
- Private school Principals should foster ethical conducts in their decision making through active teachers' participation in decision making process which stands to impact greatly on teachers.
- Private school Principals should improve their mode of communication in schools to aid effective teachers' commitment. This will foster ethical leadership behaviours that will boost effective communication practices in school for teachers' job commitment.

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