Perceived Influence of Ethical School Leadership on Teachers’ Job Effectiveness in Public Senior Secondary Schools in Port- Harcourt Metropolis.

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ABSTRACT
This study is designed to critically examine the perceived influence, contribution or the impact of ethical school leadership practices in public senior secondary schools in Rivers State, Nigeria on teacher’s job effectiveness in recent times. Specifically, the objective of the study is to determine the extent communicative and behavioural ethics of the school administrators influence teachers’ effectiveness in Senior Secondary Schools in Port Harcourt metropolis. To achieve the objective, two research questions and two hypotheses were formulated to guide the conduct of the study. The population of the study comprised all principals and teachers in all public Senior Secondary Schools in Port Harcourt metropolis in Rivers State. The population of the study was 2,059 teachers in the area of study. The sample size of the study was Three hundred and eighty five (385). Eleven teachers were selected from each of the 35 schools using simple random sampling technique. To ensure that the instrument of this study measures what is supposed to measure, the researcher carried out validity and reliability tests on the instrument using Pearson Product Moment Correlation Coefficient (PPMCC) which yielded 0.76. Based on the analyzed data from the respondents, the study found out that accepting responsibilities of the message conveyed to teachers, motivating teachers intellectually, enabling teachers’ motivations for accomplishment, eliciting different ideas and reactions from teachers and encouraging teachers on their responsibilities are communicative and behavioural ethics administrators should possess to enhance teachers effectiveness. The study recommended that Ethical school leadership should be adopted as one of the measures in determining the effectiveness of a teacher in secondary schools.

Keywords: behavioural ethics, school leadership, communicative ethics.

INTRODUCTION
One critical component of educational leadership particularly in public educational system is school leadership. This is the reason the process of developing successful school leadership has remained a critical subject of intense research by scholars.

Obviously, school leadership is a responsibility that requires certain roles, skills, competences and commitment for the delivery of quality and value driven services. In recent times, this understanding of what successful school leadership should be has inspired scholars of education leadership disposition to critically examine and question several observable moral laxities and leadership behavioral inadequacies most unexpected of a school leader (principal) in senior secondary schools in Nigeria, which to say the least has remained most undesirable.

Aghenta (2006) viewed School Principals as leaders in Secondary Schools that provide direction and “expert” advice on the development of teaching and learning in the schools and towards appropriate behavior. The Principal or the Vice-Principal has a duty to lead, guide, conduct, direct and motivate the teaching, non-teaching staff and students towards the achievement of the School goals and objectives.
This position clearly points to the fact that the principals’ position is a high-pressured job in the context of instruction, supervision, and funds management, in the midst of poor funding of schools, leadership effectiveness expectation and behavioural management of students towards the attainment of academic objectives.

In his contribution, Durkin (1997) notes that teachers effectiveness is essentially concerned with how best a teacher can bring about the desired learning on the learner by some educational activities, the teacher requires to actualize. The desired learning outcome is essentially the use of appropriate teaching skills which exists in diversified forms. Uwatt (2002) however, added it is needful to adapt or apply different teaching methods, strategies and instructions. In other words, effectiveness is a function of the adoption of method, skills and appropriate attitude under an approved moral standard. This is not to lose sight of needed resourcefulness and innovativeness as evidence of appropriate lessons, creative choice of instructional materials, classroom control and management input (Oku, 2013).

So the question being asked in this research is, is ethical school leadership one of the strategies, methods, mental disposition, or positive attitudinal disposition needed to create teacher effectiveness in public education delivery within the context of Nigeria?

**Communication Ethics in school administration**

Researchers have shown the relevance of effective communication ethics in nurturing acceptable attitudes among the employees in an organization. Attitudes such as job satisfaction, effectiveness, commitment and improvement, relationship, duty discharge among others have being identified to be nurtured through effective communication ethics by the administrators. Men (2015) noted that leaders’ communication ethics is one of the major instrument used for productive relationship between the leaders and the followers. In the school as a social system, there exist the need to communicate effectively with the teachers, students other n=members of the staffs, parents, supervisors, and many more, good ethical conduct in communication would seems to enhance the effectiveness of the information being passed to the sub-ordinate and act accordingly. Communicative ethics is seen as a tool for maintaining appropriate balance between employees’ responsibility and privileges. In his view Yukl (2006) said leaders are preferred sources of information of the employees and in relaying employees’ grievances to the top management. This feature demands that a maximum level of trust, integrity, and credibility. Based on this view, one could conclude that school leaders’ credibility and trustworthiness is an important means of ethical communication in the school. Foe effective communication, he needs to be believed and absolutely trusted for proper convey of vital information to sub-ordinate. Trevino et al. (2000) noted that ethical leaders rightly treat people and have a level of moral development and display fairness in all actions. Mihelic, Lipicnik and Tekavcic (2010) supported that ethical leadership has in their common behavior humility, concerned for greater good, strive for fairness, take responsibility and show respect for individuals. Ethical school leaders show clear behavioral boundaries within the school especially when dealing with sub-ordinate. In the school system, school administrators set behavioral boundaries for both self and the teachers with the school environment and encourage teachers to leave by the principles in their personal lives. Teachers are exceptional role models to students in the society; they tend to influence a child’s behavior next to the parent. Ethical characters leaved by a teacher could therefore drastically mutate a child’s behavior. This could be one reason why ethical school leaders should encourage and develop teacher in ethical conduct.

Based on the massive social responsibilities of school leaders; for instant they have in their responsibilities to interact with many people, including students, teachers, other member of staff, parents and external inspectors. One of the most important keys for effective job delivery is the creation of a relaxed, comfortable and desirable workplace (Yirci, et al. 2014). However, Vaman (2010) explained the ethical characters that school leaders should possess as follows:
Raising awareness of values—Mentoring common values regularly and making sure that these are internalized.

Sharing responsibility—Supervising himself and others with whom he shares responsibility so that they act ethically.

Being a role model—Being honest and admirable regarding values while making decision in all procedure.

Training about ethics and values—Helping colleagues to acquire trust and necessary skills.

Give an opportunity to ethical people—Give priority to the people with a high ethical perception.

Behavioral ethics of school leaders is crucial because it sets rules and customs that are acceptable within oneself and the entire organization. This focus may enhance the achievement of educational goals of producing students with standard societal values.

Based on this premise, one could ask, is the Nigerian School system focused on normative behavior enforced by rules and regulations led by morally driven school principals who perform their responsibilities of moral consciousness to effect improvement in the system, or is there a sense that the school community places a value on democratic participation and on a positive, affirming relationships among all members of the school community under the school leader above any other considerations?

In order words, this study is designed to critically examine the influence, contribution or the impact of ethical school leadership practices in public senior secondary schools in Rivers State, Nigeria on teacher’s job effectiveness.

Statement of the Problem

Thus, the crux of this research is therefore hinged on the grounds that amidst the local ethical and education crisis against the background of rising expectations for schools and schooling in a century characterized by great technological innovations, migration and globalization, what are the specific ways and connecting points between ethical school leadership and teachers’ effectiveness in Nigeria with particular reference to senior secondary schools in Rivers State? What is the extent of impact ethical school leadership have on teacher’s job effectiveness in Public Senior Secondary Schools.

Purpose of the Study

The major purpose of the study was to examine the impact of ethical school leadership on teachers’ job effectiveness in Port-Harcourt Metropolis. Specifically,

Objective of the study includes:

1. Determine the extent school administrators' communicative ethics influence teachers' effectiveness in senior secondary schools in Port-Harcourt Metropolis
2. Ascertain the extent school administrators' behavioural ethics influence teachers' effectiveness in senior secondary schools in Port-Harcourt Metropolis

Research Questions

The following research questions are formulated to guide the conduct of the study

1. To what extent school administrators' communicative ethics influence teachers' effectiveness in public senior secondary schools in Port-Harcourt Metropolis
2. To what extent school administrators' behavioural ethics influence teachers' effectiveness in public senior secondary schools in Port-Harcourt Metropolis

Hypotheses

The following hypotheses was tested in the study at 0.05 level of significance

1. There is no significant difference in the mean responses of public senior secondary school teachers in PHALGA and Obio-Akpor on the extent school administrators' communicative ethics influence teachers' effectiveness
2. There is no significant difference in the mean responses of public senior secondary school teachers in PHALGA and Obio-Akpor on the extent school administrators' behavioural ethics influence teachers' effectiveness
METHODOLOGY
The study was carried out in Port-Harcourt metropolis Rivers state. The descriptive survey research technique was used in this study. The population of the study comprised all teachers in all public secondary schools in Port-Harcourt metropolis Rivers State. As at the time of study, there were one thousand nine hundred and fifty four teachers in 35 senior secondary schools in Port-Harcourt Metropolis (Department of Planning, Research &Statistic Port-Harcourt, Rivers State, 2018). Taro Yamenv formula was used to obtain a minimum sample size of 335. However, the researcher used three hundred and eighty five (385) as the sample size this is for the purpose of equivalence distribution of instrument to all the schools. Eleven teachers are selected from each of the 35 schools using simple random sampling technique.

The instrument used for the study was a questionnaire titled “Impact of ethical school leadership on teachers’ job effectiveness (IESLTE)”. The 48 itemed questionnaire was designed in five sections which elicited information on each of the research questions. This means that the questionnaires has five sections structured in four point rating scale of Very High Extent (VTE=4), High Extent (HE=3), Low Extent (LE=2), Very Low Extent (VLE=1). The instrument was faced and content validated by experts in the department of educational management, Rivers state University. The reliability of the instrument was determined using cronbach Alpha which yielded a reliability coefficient of 0.78. A total of three hundred and eighty five questionnaires (385) were distributed (100%) but only 369 (95.8 %) were returned. Mean and standard deviation were used for answering the research questions. Decision for the analysis was based on a mean of 2.50 and above which was High Extent while below 2.50 was low extent. The z-test statistics was used to test the null hypotheses at 0.05 level of significance.

RESULTS
Research Question1: To what extent do school administrators' communicative ethics influence teachers' effectiveness?

<table>
<thead>
<tr>
<th>S/N</th>
<th>Items</th>
<th>Obio/Akpor =236</th>
<th>PHALGA=133</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>S.D</td>
</tr>
<tr>
<td>1.</td>
<td>Accepting responsibilities of the message conveyed to teachers</td>
<td>3.46</td>
<td>0.75</td>
</tr>
<tr>
<td>2.</td>
<td>Teachers are intellectually motivated for efficiency.</td>
<td>3.30</td>
<td>0.65</td>
</tr>
<tr>
<td>3.</td>
<td>Instilling moral values through communication</td>
<td>3.58</td>
<td>0.60</td>
</tr>
<tr>
<td>4.</td>
<td>Enabling teachers' motivation for accomplishment.</td>
<td>3.32</td>
<td>0.61</td>
</tr>
<tr>
<td>5.</td>
<td>eliciting different ideas, viewpoint and reactions from the teachers enhance job productivity</td>
<td>3.45</td>
<td>0.67</td>
</tr>
<tr>
<td>6.</td>
<td>extracting wishes and needs of the teachers so as to support their effectiveness</td>
<td>3.57</td>
<td>0.71</td>
</tr>
<tr>
<td>7.</td>
<td>Encouraging feedback as well as ideas differing for theirs, which will enhance contribution and effectiveness</td>
<td>3.22</td>
<td>0.52</td>
</tr>
<tr>
<td>8.</td>
<td>Providing teachers with rationale for decision and invite them to question which boost teachers' courage to contribute to administration.</td>
<td>3.80</td>
<td>0.51</td>
</tr>
<tr>
<td>9.</td>
<td>Encouraging teachers for the achievement of their personal goals.</td>
<td>3.17</td>
<td>0.58</td>
</tr>
<tr>
<td>10.</td>
<td>Increasing group interaction and participation among administrators and teachers</td>
<td>3.64</td>
<td>0.61</td>
</tr>
<tr>
<td>11.</td>
<td>Encouraging teacher on their responsibilities and how to discharge duties professionally</td>
<td>3.69</td>
<td>0.69</td>
</tr>
<tr>
<td>12.</td>
<td>Mentioning common values regularly and making sure that these are internalized</td>
<td>3.57</td>
<td>0.79</td>
</tr>
<tr>
<td></td>
<td>Grand Total</td>
<td>3.48</td>
<td>0.64</td>
</tr>
</tbody>
</table>

Source: Field survey 2019. HE-High Extent
Result in Table 1 above presents the extent school administrators' communicative ethics influence teachers' effectiveness in Rivers state. Based on the acceptance mean value of 2.50, teachers in both local governments agreed that accepting responsibilities of the message conveyed to teachers (3.46 & 3.40), intellectually motivating teachers for efficiency (3.30 & 3.23), instilling moral values through communication (3.58 & 3.41), enabling teachers' motivation for accomplishment (3.32 & 3.59), eliciting different ideas, viewpoint and reactions from the teachers (3.45 & 3.45), extracting wishes and needs of the teachers so as to support their effectiveness (3.57 & 3.26), providing teachers with rationale for decision and inviting them to question (3.80 & 3.66), encouraging teachers for the achievement of their personal goals (3.17 & 3.28), increasing group interaction and participation among administrators and teachers (3.64 & 3.38), encouraging teacher on their responsibilities and how to discharge duties professionally (3.69 & 3.47), mentioning common values regularly and making sure that these are internalized (3.57 & 3.26) are communicative ethics that influence teachers' effectiveness at high extent.

Research Questions 2: To what extent do behavioural ethics of the school administrators influence teachers’ effectiveness?

Table 2: Extent behavioural ethics of the school administrators influence teachers’ effectiveness

<table>
<thead>
<tr>
<th>S/N</th>
<th>Items</th>
<th>Obio/Akpor = 236</th>
<th>PHALGA=133</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Tolerance of leaders enables teachers to personally improve in discharging their duties</td>
<td>3.08 0.58 HE</td>
<td>3.44 0.77 HE</td>
</tr>
<tr>
<td>14</td>
<td>Fairness of Leaders in addressing unethical misconduct</td>
<td>3.39 0.72 HE</td>
<td>3.34 0.64 HE</td>
</tr>
<tr>
<td>15</td>
<td>Enhancing teachers' adherence to school rules and regulation for productivity.</td>
<td>3.57 0.64 HE</td>
<td>3.38 0.66 HE</td>
</tr>
<tr>
<td>16</td>
<td>Careful observance of teachers performance gives room for job effectiveness</td>
<td>3.34 0.64 HE</td>
<td>3.56 0.64 HE</td>
</tr>
<tr>
<td>17</td>
<td>Leaders' honesty motivates teachers to perform beyond their expected roles</td>
<td>3.47 0.65 HE</td>
<td>3.43 0.73 HE</td>
</tr>
<tr>
<td>18</td>
<td>Openness of school leaders influence teachers effectiveness</td>
<td>3.55 0.68 HE</td>
<td>3.42 0.67 HE</td>
</tr>
<tr>
<td>19</td>
<td>Respecting individual' right boost teachers courage for contribution</td>
<td>3.17 0.60 HE</td>
<td>3.25 0.75 HE</td>
</tr>
<tr>
<td>20</td>
<td>Priotizing teachers' need motivates teachers to work</td>
<td>3.72 0.60 HE</td>
<td>3.61 0.64 HE</td>
</tr>
<tr>
<td>21</td>
<td>Teachers are elated in discharging duties, when their opinions are not neglected in school administration</td>
<td>3.15 0.61 HE</td>
<td>3.36 0.66 HE</td>
</tr>
<tr>
<td>22</td>
<td>Implementation of consequences of misconduct enforces teachers to instill classroom discipline</td>
<td>3.59 0.69 HE</td>
<td>3.33 0.78 HE</td>
</tr>
</tbody>
</table>

GRAND MEAN/S.D 3.40 0.64 3.41 0.69

Source: Field Survey, 2019. HE- High Extent

Analysis of data shown in Table 2 presents teachers responses on the extent behavioural ethics of the school administrators influence teachers effectiveness. Result shows that tolerance of leaders enables teachers to personally improve in discharging their duties (3.08 & 3.44), fairness of Leaders in addressing unethical conduct (3.39 & 3.34), enhancing teachers' adherence to school rules and regulation for productivity (3.57 & 3.38), careful observance of teachers performance gives room for job effectiveness (3.34 & 3.56), leaders' honesty motivates teachers to perform beyond their expected roles (3.47 & 3.43), openness of school leaders influence teachers effectiveness (3.55 & 3.42), respecting individual' right boost teachers courage for contribution (3.17 & 3.25), priotizing teachers' need motivates teachers to work (3.72 & 3.61), teachers are elated in discharging duties when their opinions are not neglected in school administration (3.15 & 3.36), implementation of consequences of misconduct enforces teachers to instill classroom discipline (3.59 & 3.33), overall teachers effectiveness was at high extent (3.40 & 3.41).
school administration (3.15 & 3.36), and implementation of consequences of misconduct enforces teachers to instill classroom discipline (3.59 & 3.33); were agreed to influence teachers' effectiveness at high extent.

Hypotheses

H$_{01}$: There is no significant difference in the mean responses of teachers in PHALGA and Obio-Akpor on the extent school administrators' communicative ethics influence teachers' effectiveness.

Table 3: Z-test analysis on the mean responses of teachers in PHALGA and Obio-Akpor on the extent school administrators' communicative ethics influence teachers' effectiveness

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Mean</th>
<th>S.D</th>
<th>N</th>
<th>Lev. of sig</th>
<th>z-cal</th>
<th>z-crit</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHALGA</td>
<td>3.48</td>
<td>0.64</td>
<td>133</td>
<td>0.05</td>
<td>1.29</td>
<td>1.96</td>
<td>Accept</td>
</tr>
<tr>
<td>Obio-Akpor</td>
<td>3.38</td>
<td>0.75</td>
<td>236</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3 presents the result of z-test analysis on the mean responses of teachers in PHALGA and Obio-Akpor on the extent school administrators' communicative ethics influence teachers' effectiveness. From the table, the z-calculated value (1.29) obtained was less than that of the z-critical value (1.96). Therefore the hypothesis failed to reject. This shows that there is no significant difference in the mean responses of teachers in PHALGA and Obio-Akpor on the extent school administrators' communicative ethics influence teachers' effectiveness.

H$_{02}$: There is no significant difference in the mean responses of teachers in PHALGA and Obio-Akpor on the extent school administrators' behavioural ethics influence teachers' effectiveness.

Table 4: Z-test analysis on the mean responses of teachers in PHALGA and Obio-Akpor on the extent school administrators' behavioural ethics influence teachers' effectiveness

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Mean</th>
<th>S.D</th>
<th>N</th>
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<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHALGA</td>
<td>3.40</td>
<td>0.64</td>
<td>133</td>
<td>0.05</td>
<td>0.14</td>
<td>1.96</td>
<td>Accept</td>
</tr>
<tr>
<td>Obio-Akpor</td>
<td>3.41</td>
<td>0.69</td>
<td>236</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4 presents the result of hypothesis tested on the mean responses of teachers in PHALGA and Obio-Akpor on the extent school administrators' behavioural ethics influence teachers' effectiveness. From the table, the z-calculated value (0.14) obtained was less than that of the z-critical value (1.96). Therefore the hypothesis failed to reject. This implies that there is no significant difference on the mean responses of teachers in PHALGA and Obio-Akpor on the extent school administrators' behavioural ethics influence teachers' effectiveness.

DISCUSSION OF FINDINGS

The study found that accepting responsibilities of the message conveyed to teachers, motivating teachers intellectually, enabling teachers' motivation for accomplishment, eliciting different ideas, viewpoint and reactions from the teachers, extracting wishes and needs of the teachers so as to support their effectiveness, providing teachers with rationale for decision and inviting them to question, encouraging teachers for the achievement of their personal goals, increasing group interaction and participation among administrators and teachers, encouraging teacher on their responsibilities and how to discharge duties professionally, mentioning...
common values regularly and making sure that these are internalized are communicative ethics administrators should possess to enhance teachers effectiveness. This findings collaborates with Men (2015) who has it that role clarification require leaders to be transparent and engaging open communication to clarify on responsibilities, expectation and performance roles. Brown et al. (2005) in their findings propounded that allowing follower’s voices to be heard and rewarding ethical conduct is one of the major constructs of measuring ethical leadership. Kalshoven et al., (2011) also clearly stated that ethical leadership as multidimensional construct that has distinct dimensions, namely, role clarification, integrity, instilling ethical conduct and moral sustainability.

Secondly, the study discovered that tolerance of leaders, fairness of leaders in addressing unethical conduct, enhancing teachers’ adherence to school rules and regulation, careful observance of teachers performance, leaders' honesty, openness of school leaders, respect for individual’s right, prioritizing teachers' needs, appreciating teachers opinion in school administration, implementation of consequences of misconduct are behavioural ethics that influence teachers effectiveness at high extent. This is supported by Convey (2004) who referred to the issue of ethical leadership with the term “character ethics” that he understands not as of individual character but of principles that governs human effectiveness; being self-validating to natural laws. It is thus clear that attitude of ethical leaders include humility, honestly, commitment, fairness, taking responsibility, respects, encourages others and courageous (Zanderer, 1992). Also affirming the findings, Lipicnik and Tekavcic (2010) supported that ethical leadership has in its common behavior humility, concerned for greater good, strive for fairness, take responsibility and show respect for individual.

CONCLUSION
Based on the findings the study concludes as thus; The communication and behavior of school administrators have significant influence on the performance of the teachers. The study shows that teachers tend to perform effectively when school administrators’ appropriately observe the ethics of conduct in the school.

RECOMMENDATIONS
Based on the findings, the following recommendations were made;

1. School principals should adopt ethical school leadership style in school administration. This will actually enhance teachers’ performance not only in the classroom but also in their individual lives.
2. School principals' management effectiveness should be constantly verified by the rating of subordinate staff, those found to have low rating should undergo relegation. This will enable principals to invest their best in teachers and school improvement.
3. Government should encourage professional development such as principals’ conference, seminars, and workshops among school principals to ensure constant improvement in secondary schools.
4. Ethical school leadership should be adopted as one of the measures in determining the effectiveness of a teacher in secondary schools.

REFERENCES