Ethical Leadership And Administration Of Public Senior Secondary Schools For Goal Attainment In Rivers State

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ABSTRACT
This is an empirical paper that examined ethical leadership and administration of public senior secondary schools for goal attainment in Rivers State. The study was guided by two research questions and two hypotheses and anchored on Henri Fayol’s administrative principles. Ethical leadership was reviewed under credibility and trust and the need for ethical leadership development was reviewed in the study. The study which adopted a correlational research design had a population of 275 public senior secondary school principals in Rivers State. A sample of 120 principals was selected using simple random sampling technique. Questionnaire instrument titled “Ethical Leadership and Administration for secondary school Goal Attainment Questionnaire” (ELASSGAQ) was used for data collection. Cronbach Alpha was used in testing the reliability and a coefficient index of 0.72 was realized. Statistical package for social sciences (SPSS) version 20 was used to analyze data, while Pearson Product Moment Correlation Coefficient was used in testing the hypotheses. The findings revealed that there is significant relationship between principals' credibility and administration of Public senior secondary schools for goal attainment in Rivers State. There is significant relationship between principals’ competency skill and administration of public senior secondary schools for goal attainment in Rivers State. The study concluded that principles’ credibility to a high extent enhance administration in schools for goal attainment, principles’ competency skill to a high extent enhance administration of schools for goal attainment. This equally means that ethical leadership enhances administration of schools for goal attainment. The study suggested that principals should best represent the values and culture of the school and the society, by building credibility, to adhere to teachers’ code of conducts and demonstrate ethical conducts worthy of emulation by both students and teachers to enhance administration for attainment of goals in schools. Principals should display a high level of competence to be able to attract and influence the loyalty of other school members to facilitate easy and smooth administration for attainment of goals in schools.

Keywords: Ethical Leadership, Administration, Public Secondary Schools, Goal Attainment.

INTRODUCTION
Leadership in Nigeria both politically and academically have been grossly affected by leaders not being consistent to predetermined goals, missions and values. It is so annoying and awful to find school leaders being inconsistent in their decisions, as it does send wrong signal to staff members. Leadership is as much a moral under taking as a function of technical exercise. School leadership entails doing the right things always and maintaining them. Organizations have core values as their basic beliefs of a person, or institution like the secondary schools.

Secondary school education is the form of education which children obtain after finishing primary education, before the tertiary education or the second level of education. The goal of secondary education
is to provide vocational skills and to prepare students for tertiary education. In Nigeria, public secondary schools are government owned secondary schools, headed by school administrators called principals. For the achievement of educational plans and programmes, to bring about paradigm shift in education and improvement in teaching, learning and school administration in the public secondary schools, depends to a large extent on the leadership of the principal. Principals blend staff goals with educational requirements. They also inform staff on work procedures. The principal keeps track of training and special skills of teachers as they relate to tasks, to support their growth and development. School principals assist staff and students to harness conflicting demands of their schools and their work-related and developmental needs and interest to both the individual involved and the school as an organization in appreciable ways. School leaders help staff members create goals that subsume conflicting demands, shapes school culture and state clearly the school vision, and mission.

As school leaders, they have to conduct themselves in proper manner to be able to influence followers in formulating and implementing a shared goal. The principals are to clarify and determine direction in a hard and continuous interactive process, create and maintain the required conditions for human relationship and commitments from staff members through their symbolic behaviour to actualize set goals. They are to maintain acceptable standards for behavioural and academic achievement of students and staff and influence the total involvement of all stakeholders in their various constituencies to achieve set educational goals. This places a demand of high self-monitoring at every point and in all their actions as role models. School leaders’ direct policies, guide and inspire teachers for job satisfaction. However, this study examined ethical leadership and administration of public senior secondary schools for goal attainment in Rivers State.

**Statement of the Problem**

School leadership demands a pragmatic approach by focusing on results and consequences in the application of rules, procedures and position as leaders, in order to achieve educational goals. Some school principals’ unethical conducts hamper the management of schools for goal attainment. Some of the school principals lack integrity, they engage and encourage examination malpractice. Some do not preserve and facilitate harmonious working relationship amongst school members, while some misappropriate school funds. Their behaviours do not reflect the school values neither do the decisions they take based on statutory and legal framework. Some do not follow due process in administering discipline. They make speedy decisions without checking the legal and regulatory clauses that are involved. School leadership demands ennobling conduct as it is through the school that morals are inculcated to the students. The inability of school principals to ensure that their conducts coincide with the school ethics constitute serious threat to the administration of public senior secondary schools for goal attainment.

**Purpose of the Study**

The study examined ethical leadership and administration of public senior secondary schools for goal attainment in River State. Specifically, the study sought to:

1. Ascertain how principal’s credibility enhance the administration of public senior secondary schools for goal attainment in Rivers State.
2. Ascertain how principals’ competency skill enhance the administration of public senior secondary schools for goal attainment in Rivers State.

**Research Questions**

The study was guided by the following research questions;

1. How does principals’ credibility enhance the administration of public senior secondary schools for goal attainment in Rivers State?
2. How does principals’ competency skill enhance the administration of public senior secondary schools for goal attainment in Rivers State?

**Hypotheses**

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

H0: There is no significant relationship between principals’ credibility and administration of public senior secondary schools for goal attainment in Rivers State.
Ho: There is no significant relationship between principals’ competency skill and the administration of public senior secondary schools for goal attainment in Rivers State.

**Theoretical Review**

Henri Fayol 1916 administrative principles fall in line with codes of ethics in his universal principles that characterized successful management into fourteen principles. The principles which can assist school principals in carrying out their duties in the schools were streamlined into three as classical principles of management such as: Discipline- All members of the school community must obey objectives, rules, regulation, policies and procedures. How they are expected to behave is outlined in the code of ethics. Order - Emphasis here is on materials and people to be in the right place at the right time so as to avoid disorderliness, chaos or confusion. This includes how principals act, dress, teach and counsel rightly in the school. Espirit de corps - This has to do with harmony, belongingness and unity of effort among workers as unity is strength in order to enable cooperation among teachers, problem solving and professionalism as all teachers depend on a standard code to guide their conducts and behavior in the school system.

**Review of Literature**

**Ethical Leadership**

Ethics is a Greek word meaning ethos, this was formally used to explain character and temper before it was recently used to describe descent behaviour. Ethics is closely linked with tenet, rules, philosophy, beliefs, attitude, code, culture, policies and principles that define right and wrong conducts in a society (Skef Kovics & Shapiro, 2008). It includes sense of purpose, humility, integrity, honesty and fairness. Ethical leadership demands the principal knowing what is right or wrong in the workplace and doing what is right- as regards to products/services and in relationship with stakeholders. Ethical leaders follow rules that should govern teachers’ conduct and the value worth pursuing in school, how school members ought to treat each other, the parameters of what is acceptable and unacceptable behaviour, a standard against which school members can compare their behaviors. Ethical leaders identity and provide focus for actualization of a common goal. Leadership is a leader’s position that enforces a collaboration of ethics in all their conducts (Schindler & Thomas, 2000).

Ethical leaders have three responsibilities which are; to maintain and be ambassadors of ethical principles, they are responsible to the school because they enforce the ethical rules of the school and they have social responsibility to inculcate these principles to their school members (Celik, 2000).

Principals’ ethical leadership implies that school principals do not disregard the societal and teachers code of conducts. Code of conduct is intended to be a central guide and reference for school principals in support of the day to day decision-making. It clarifies the school’s mission, values and principles, linking them with standards of professional conduct and provides visible guidelines for behavior as well as invaluable opportunities for responsible school principals to create a positive public image for themselves which can enhance a more supportive political and regulatory environment and raises high level of public confidence and trust among important constituencies and stakeholders. This assist school principals to avoid causing harm, and prevent harm caused by others (by accident or omission) to another, to do well always, act out of respect for the intrinsic dignity and worth of all human and school ethics, and to bring about the greatest good for the great number of people.

Principals can enhance their leadership abilities in acting ethically based on some guidelines: Know your school policy on ethics as they describe what the school view as ethical behavior and what is expected of them to do. The policy will define what is permissible for you to do. That is, the leadership discretion you have. That will be your code of ethics to follow. Understand the ethics policy: For the policy to guarantee achievement of what it is intended to do, school leaders need to fully understand it. Ethical behavior is not a ‘cut and join’ process. The policy will serve as a guide light and forms a basis for which principals can resolve ethical question in the school and direct them on various steps to take when faced with difficult situations. Think before you act- Ask yourself questions such as, why am I doing what I am doing? What caused the problem? What is my true intension in taking some actions? Is it for a cogent reason, or are
there some ulterior motives behind it such as demonstrating organizational loyalty? Will my actions inspire others? Remember it is your behavior that will interpret your actions. School principals are to ensure that they are doing something that will not jeopardize their roles as leaders, the school or their reputation. Always think ahead about why they are doing something. They are to ask themselves “what if” questions such as; what if I make the wrong decision, what will happen to me? To my job? What if my actions were described in detail, on television or newspaper? Would it be humiliating to me or those around me? What if I am apprehended doing something unethical? Am I ready to deal with the consequences? Seek opinions from others. If it is a major thing that they must do and they are unsure of it. Seek for advice from other principals, maybe they have had a similar experience and can provide them with answers or directions on how to achieve solutions. They can also act as a sounding board for the principals in case they have not been in such situation before. They are to do what they truly believe is right. As human beings, they have conscience and are responsible for their actions. If whatever they do, and they believe it is the right action to take, then what others say is inconsequential. Always be true to their inner ethical standards, and always ask themselves; can we live with what we have done? (Robins et al., 2003).

Some ethics are prescribed by the organizations while others are voluntarily and spontaneously obeyed by workers in conformity with what is socially acceptable by the society, yet, a lot of school leaders ignore or are not aware of the behaviors to exhibit in and outside the school environment. Ethical leaders have and exhibit behavior which reflect what they view as value system of the society. To achieve effective administration in the school depends on the leader’s character. Most school principals are dishonest, pervasive and engage in examination malpractice. Some take bribe, while some do their private businesses in the school. They exhibit unethical behavior, urinate inside the school premises, lack decorum and do not obey rules and regulations. Some litter the school with dirt instead of using the bin after eating. They cross lawns, engage in sexual harassment, smoke in the school, sell drugs to students, they fight with parents and openly shout at teachers in front of students and parents, treating teachers like trash. Good leadership is an outstanding character, a process of making changes in existing forms or status quo and selfless commitment to an organization (Ololube, 2017). Koko and Nwiyi (2006) stated that principals as leaders will use their position as leaders to attain set objectives. The truth is that position of a leader alone does not go a long way in providing effective leadership and actualization of set school goals but requires the leader to have a reputable character and work jointly with the entire staff in making sure that the vision, mission; core values are achieved through their character so as to attract the confidence, loyalty, trust, admiration, and respect of the staff members in actualizing school goals. The result of emergent concern with non-compliance to work ethics of school leaders as capable of eroding public confidence in the profession demands urgent need for leaders and practitioners to take bold steps in fighting the mounting threat of unethical, immoral and unprofessional practices in the teaching profession. Ethical leadership is discussed under principals ‘credibility and competence.

**Credibility:** Credibility is a quality that leaders possesses that can make followers trust and believe in them. They are capable of effectively communicating their confidence, enthusiasm and vision to the staff members. Ethical leaders are courageous, bold and fearless in telling the truth at all times in all their dealings no matter the condition, disregarding the consequences. Honesty does not only end in being truthful but take actions. This means that the principal as a leader has to be straight forward and transparent without having any questionable character, staying clear from cheating; being trustworthy, upright and fair (Okoroma, 2007). Unlike developed societies like America, Canada and Britain, leadership problems in Nigerian institutions are mostly caused by dishonesty of leaders. Dishonesty lead to corrupt practices and encourage negative reactions from staff members which does not promote the achievement of set group goals. Credibility is the act of enforcing honesty by which the whole institution will be accommodated, in order to reduce the potential for dishonesty that will lead to the misuse of public office for personal or group gain (Global Ethics Network, 2013). Credible leaders exercise discipline, especially self-discipline which is a vital determinant of effective job performance of a principal and facilitates achievement of school goals. Their core values speak for them even when they are not around. Through their core qualities, they are able to inspire others to join in actualizing set goal.
Ethical leaders work on improving themselves, make personal efforts to achieve required results and set clear goals as they are aware that actualization of tasks can only be done through the involvement of team members.

Credible principals are trust worthy and have integrity, when a principal lacks integrity, this negative quality tends to be adopted and dispersed round the staff and students. Thereby breeding and producing poor quality staff and students. This in turn affects the over- all school success. For example, a principal of school being involved in examination malpractice as it is currently trending in our secondary schools both public and private, does not carry out this irresponsible act alone. Teachers are also involved by helping distribute answers to the students. The whole school becomes corrupted even to the gateman.

Components of executive integrity include refusing to be corrupted, being consistent in all cases, accepting responsibility for training and development of staff. Trevino et al. (2003) added putting into practice the norms and values of honesty in the school administration and management of staff, fairness and being responsible for learning and observing scholarship. The cases of integrity and the degree of corruption are directly and indirectly linked with leadership and academic integrity in Nigeria (Faniran & Akintayo, 2006). Credible principals are accountable, they owe to the consumers and in particular their surrogates, the parents/ guardians and the community to account for resources invested in it by government and humanity based on how much resources was provided and used in meeting school objectives. Okoroma (2007) outlined four key areas of accountability: accountability for actions and deed, cash, things and accountability for results. Effective leaders in the educational institutions erect enduring ethical conducts that raises the conducts of every other individual in the school. Principals who are credible make effective leaders because they will not squander, misappropriate or waste resources.

The workshop on business principles and ethics by Shell Petroleum Development Company (2005, p. 4) explained core value exercise as “What would you, or will you tell your children are the seven core values you hold at work, and that you hope they will hold when they become working adults?” Remember, we judge ourselves by our intentions, others judge us by our actions. It is expected of credible principals to be consistent in their actions and decisions notwithstanding the environmental pressure. A leader who is inconsistent does not actualize set school goals as a “rolling stone cannot make a moss”. Consistency is also a way of showing loyalty to the school institution by the leader, as the school leader show cases the willingness to protect save and maintain the core values of schools as well as saving the prestige of the staff, students ethics and the entire school.

**Competence**: Leadership is convoluted, to deal successfully with such sensitive work with staff and students require that leaders develop a variety of interpersonal and work related skills and experience required for their duties. Such as; flexibility in their style of working with staff, applying a wide range of interpersonal skills effectively, effective communication, quality professional practice, loaded with professional knowledge in pedagogic and analytical skills, negotiation and enabling skills, and enhancing self-esteem as well as patience. Competence is the ability to function effectively in the tasks seen as essential within a particular environment (Ololube, 2000; Ololube, 2009; Branch, 2019). Different scholars have tried in defining the word “competence” from different perspectives. Kirschner and Thijssen (2005) perceived “competence” as a bunch of person-related qualities that can be applied to a particular problem situation which is quite suitable for dealing with such problem situation. This definition has the existence of three characteristics of competence as;

1. Competency is person-related: According to differences in the characteristics of people, so also exist varied levels of their competences.
2. Competence criteria-related: Various criteria call for the use of certain acquisition of competences.
3. Competency is context-related: There are ways those contexts manifests which will determine different competences unlike knowledge, which does not depend on context.

Competence is a vital quality of leadership. Competence is like a weapon in the hands of leaders which they need to use in tackling challenges as they come their way in the administration of schools. Stephen (2006) in Cooper et al. (2007) is of the view that the number one and most vital ingredient of leadership is to have an all-encompassing knowledge of the subject matter which the leaders are handling and which
they want others to respond to in a particular way. Incompetent leaders would only be good for nothing as they will lack the confidence and boldness to function as leaders since they lack adequate knowledge and skill required for their position as leaders. They will be object of mockery to the staff members and that will make them powerless. This is in line with the dictum ‘knowledge is power’. A leader who lacks competence is like a farmer who goes to farm without a tool or a soldier who goes to war unarmed. To have competence skill is to be well armed. Crossan et al. (2012) argued that the main reason for failing of character of leaders is lack of acknowledgement or unwillingness to accept that they lack necessary competencies to excel in their leadership roles. Chiemeke-Unogu (2018) asserted competence as a character of leadership which can be seen as character infused with mastery of skills and expertise in leadership. Frameworks on competence conducted in an empirical study in Oloolube (2009), Kirschner and Thijssan (2005) have revealed that: As individuals advance in their profession and continue in their work life, their knowledge, skills and abilities become highly differentiated and specialized. Multifarious measure is required for identifying components that require the most needed attention for upgrade and same goes to measures required in evaluating how some particular factors in the institutional environment agrees or limits performance in a particular domain.

Incomptency of principals of public secondary schools in Rivers state will amount to the following: Low expectations of staff and students and the general society, adequate students’ improvement not assured, steady conflict in the school, poor planning and preparation, inadequate provision for professional development for teachers, poor school discipline, resistance to change, lack of effective relationship within the school, ineffective school administration, poor management of school resources, poor assessment and supervision of staff and poor assessment of students’ performance, non-actualization of school goals and ineffective school.

**Administration for Goal Attainment**

Administration is concerned with proper planning, coordinating programmes, budgeting, organizing and making appropriate decisions that will lead to the actualization of school goals. It demands having a good knowledge of the general concepts of administration and ability to manage and organize the school effectively and professionally (Abraham, 2003). This include developing the right school and resource management strategy in the school and to ensure that teachers and every unit perform efficiently as well as developing administrative procedures, planning and controlling resources.

Every organization has its objectives for which it is established. Goal attainment in this context is the end result of which the school strives to achieve. The management establishes these objectives in clear terms, listing out the expected outcomes which are being communicated to every staff member. The objectives direct the activities in the school and efforts of every staff member towards actualization of school goals. Actualization of secondary school goals then means that the principal achieves goals outlined for secondary schools in Nigeria. The National Policy on Education (2014) outlined the goals of the secondary schools as: To prepare individuals for a worthwhile living within the society, giving secondary school leavers the opportunity for higher education not minding the sex, social status, religious or ethnic background, providing different curriculum that will cater for the differences in talents, opportunities and future roles, equip individuals with manpower in applied science, technology and commerce, to promote and develop Nigerian language, arts and culture, for students self-improvement and achievement of excellence, to nurture national unity with emphasis on the common ties that unites us in our diversity, to produce a generation of individuals who can think for themselves, respect the views and feelings of others, dignity of labour and appreciate those values outlined under broad national goals and lives of citizens, provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial including economic development.

**The Need for Ethical Leadership Training and Development for Principals**

Ethical conducts of school leaders are very important in school administration. Ethics is not just a surface phenomenon but goes deep to extend to the thoughts and emotions of school principals which constrain and direct their behaviours. They will begin to feel entrusted with their sacred leadership roles as such, will become zealous to ensure that school culture is sustained. Principals’ ethical training will help train principals’ emotions and impulses to align with societal and school morals, visions, and values in all
circumstances. It will help principals become more courteous to always allow required attitudes to dominate their desires. School principals will be experienced, prepared and stand firm when confronted with ethical challenges in the school. Conflicts will be greatly reduced in the school, through ethics development training. Principals will be helped to see the need for fair treatment, compassion and passion for fellow staff members. It will inculcate a sense of honesty, humility and make them open channels of communication to staff members and encourage teachers’ participation in school decision-making. Therefore, principals will become enablers instead of using too much control but with respect, experience and expertise, principals will become responsible and accountable of their actions as they administer the schools. This then builds trust among staff members and facilitates the spirit of excellence in school principals.

Ethical conduct is very much needed as a vital element of personality which is considered to be crucial to leadership for effective administration for goal attainment in schools. Personal development build ethical conducts of school principals. This entails every activity that promote the quality of the principal within the school. This includes the principal’s attitude, abilities and values. Most ethical misdemeanors of principals such as; engagement in examination malpractice, indiscipline, lying, collection of bribes, favouritism in the school can be dealt with, through ethics training. Ethic workshops will assist the principals to review teachers’ codes of conducts, share everyday ethical dilemmas and engage in exercises that permit them to address their ethical standards as well as show case their wealth of knowledge of teachers’ ethical codes of conduct, and become capable to lead ethic workshops for teachers. Ethic workshop will serve as a moral objective to incite moral judgment, clarify ethical dilemmas, develop a sense of moral obligations, create problem-solving skills, and teach principals to tolerate or reduce uncertainty. As ethic is based on values and values system are handled earlier in life, so ethics cannot be formally taught but must be learnt. For example, principals can set ethical example by what they say or do (character). This makes ethical training relevant as part of leadership training only. However, much evidence has shown that ethics can be taught. An all-encompassing research made on effectiveness of ethics training programmes disclosed that ethical training improve ethical awareness and reasoning skills (Robbins et al., 2003).

METHODOLOGY

The research approach adopted a correlational research design to give credence to the purpose and hypotheses of this study. Population for the study was 275 public senior secondary school principals in Rivers State. A sample of 120 principals was selected using simple random sampling technique. Questionnaire instrument titled “Ethical Leadership and Administration for secondary school Goal Attainment Questionnaire” (ELASSGAQ) was used for data collection. Cronbach Alpha was used in testing the reliability of the instrument and a coefficient index of 0.72 was realized. Statistical package for social sciences (SPSS) version 20 was used to analyze data, while Pearson Product Moment Correlation Coefficient was used in testing the hypotheses at the significance level of 0.05.
RESULTS

Research Question 1
To what extent does principals’ credibility enhance administration of public senior secondary schools for goal attainment in Rivers State?

Table 1: Summary of Mean and standard deviation on the extent principals’ credibility enhance administration of public senior secondary schools for goal attainment in Rivers State.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Principals’ credibility and administration of schools for goal attainment in Rivers State</th>
<th>N</th>
<th>Weighted Value</th>
<th>M</th>
<th>SD</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The principal is always honest and transparent in all their dealings in school and that enhances administration of schools for goal attainment.</td>
<td>120</td>
<td>318</td>
<td>2.65</td>
<td>0.77</td>
<td>High Extent</td>
</tr>
<tr>
<td>2</td>
<td>The principal has the ability to inspire staff members in carrying out their tasks and that enhances administration of schools for goal attainment.</td>
<td>120</td>
<td>320</td>
<td>2.67</td>
<td>0.82</td>
<td>High Extent</td>
</tr>
<tr>
<td>3</td>
<td>The principal’s integrity enables administration of schools for goal attainment.</td>
<td>120</td>
<td>325</td>
<td>2.71</td>
<td>0.97</td>
<td>High Extent</td>
</tr>
<tr>
<td>4</td>
<td>The principal is always accountable of their actions and resource management and that facilitates administration of schools for goal attainment.</td>
<td>120</td>
<td>295</td>
<td>2.45</td>
<td>0.82</td>
<td>Low Extent</td>
</tr>
<tr>
<td>5</td>
<td>The principal has self-discipline and that influences staff members to easily adhere to school rules and regulations to enable administration of schools for goal attainment.</td>
<td>120</td>
<td>362</td>
<td>3.02</td>
<td>0.88</td>
<td>High Extent</td>
</tr>
</tbody>
</table>

Grand mean

<table>
<thead>
<tr>
<th>N</th>
<th>Weighted Value</th>
<th>M</th>
<th>SD</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>324</td>
<td>2.70</td>
<td>0.85</td>
<td></td>
<td>High Extent</td>
</tr>
</tbody>
</table>


Table 1 showed the summary of Mean and Standard Deviation on the extent principals’ credibility enhance administration of public senior secondary schools for goal attainment in Rivers State with grand mean (M=2.70; SD=0.85). The highest mean rating was, principal has self-discipline with the mean rating of (M =3.02; SD=0.88). The principal’s integrity had the mean rating of (M=2.71; SD=0.97).The principal has the ability to inspire staff members had the mean rating of (M=2.67; SD=0.82). The principal is always honest and transparent in all their dealings equally had the mean rating of (M=2.65; SD=0.77). While the principal is always accountable in his actions and resource management had the mean rating of (M=2.45; SD=0.82). Based on the responses from the respondents, it was concluded that principals’ credibility enhance administration for goal attainment in public senior secondary schools in Rivers State since the grand mean is above 2.5 criterion. Also, greater number of the items were rated above the criterion mean cut of point of 2.5.
H01: There is no significant relationship between principals’ credibility and administration of goal public senior secondary schools for goal attainment in Rivers State.

Table 2: Pearson Product Moment Correlation Coefficient on the relationship between principals’ credibility and administration of public senior secondary schools for goal attainment in Rivers State

<table>
<thead>
<tr>
<th>S/N</th>
<th>Principals’ credibility and administration of schools for goal attainment</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>r-value</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The principal is always honest and transparent in all their dealings in school and that enhances administration of schools for goal attainment.</td>
<td>120</td>
<td>2.65</td>
<td>0.77</td>
<td>1.15</td>
<td>0.11</td>
</tr>
<tr>
<td>2</td>
<td>The principal has the ability to inspire staff members in carrying out their tasks and that enhances administration of schools for goal attainment.</td>
<td>120</td>
<td>2.67</td>
<td>0.82</td>
<td>1.00</td>
<td><strong>0.00</strong></td>
</tr>
<tr>
<td>3</td>
<td>The principal’s integrity enables administration of schools for goal attainment.</td>
<td>120</td>
<td>2.71</td>
<td>0.97</td>
<td>1.00</td>
<td><strong>0.60</strong></td>
</tr>
<tr>
<td>4</td>
<td>The principal is always accountable in his actions and resource management and that facilitates administration of schools for goal attainment.</td>
<td>120</td>
<td>2.45</td>
<td>0.82</td>
<td>0.12</td>
<td><strong>0.21</strong></td>
</tr>
<tr>
<td>5</td>
<td>The principal has self-discipline and that influences staff members to easily adhere to school rules and regulations to enable administration of schools for goal attainment.</td>
<td>120</td>
<td>3.02</td>
<td>0.88</td>
<td>1.00</td>
<td><strong>0.01</strong></td>
</tr>
</tbody>
</table>

**Grand mean** 2.70 0.85 **0.65 0.19**

**. Correlation is significant at the 0.01 level (2-tailed).

Table 2 showed the Pearson Moment Correlation Coefficient on the relationship between principals’ credibility and administration of public senior secondary schools for goal attainment in Rivers State was (M=2.70; SD=0.85). The p-value of 0.19 of the Pearson Product Moment Correlation Coefficient showed that relationship between principals’ credibility and administration public senior secondary schools for goal attainment in Rivers State (r=0.65, p<.05). The null hypothesis was rejected at 0.05 alpha level.
Research Question 2  To what extent does principals ‘competency skill enhance the administration of public senior secondary schools for goal attainment in Rivers State?

Table 3: Summary of Mean and standard deviation on the extent principals ‘competency skill enhance administration of public senior secondary schools for goal attainment in Rivers State.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Principals’ competency skill and administration of schools for goal attainment.</th>
<th>N</th>
<th>Weighted Value</th>
<th>Mean</th>
<th>SD</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>The principal apply different problem solving skills in different situations that is suitable for dealing with such situations to enhance administration of schools for goal attainment.</td>
<td>120</td>
<td>362</td>
<td>3.02</td>
<td>0.98</td>
<td>High Extent</td>
</tr>
<tr>
<td>7</td>
<td>The principal possess good interpersonal skill that facilitates administration of schools for goal attainment.</td>
<td>120</td>
<td>315</td>
<td>2.63</td>
<td>1.02</td>
<td>High Extent</td>
</tr>
<tr>
<td>8</td>
<td>The principal plan and coordinate activities effectively in school and that enhances administration of schools for goal attainment.</td>
<td>120</td>
<td>322</td>
<td>2.68</td>
<td>0.90</td>
<td>High Extent</td>
</tr>
<tr>
<td>9</td>
<td>The principal has effective supervisory skill which facilitate administration of schools for goal attainment.</td>
<td>120</td>
<td>310</td>
<td>2.58</td>
<td>0.90</td>
<td>High Extent</td>
</tr>
<tr>
<td>10</td>
<td>The principal exhibit confidence and is always bold while doing his duties and it promotes easy administration of schools for goal attainment.</td>
<td>120</td>
<td>342</td>
<td>2.85</td>
<td>0.89</td>
<td>High Extent</td>
</tr>
</tbody>
</table>

GRAND MEAN 330 2.75 0.94 High Extent


Table 3 showed the summary of Mean and Standard Deviation on the extent principals ‘competency skill enhance administration of public senior secondary schools for goal attainment in Rivers State, with grand mean of M=2.75; SD=0.94. The highest mean rating was on the principal apply different problem solving skills in different with mean rating of M=3.02; SD=0.98. Followed by the principal exhibit confidence and is always bold while doing his duties with the mean rating of M=2.85; SD=0.89. The principal plan and coordinate activities effectively in school had mean rating of M=2.68; SD=0.90. The principal possess good interpersonal skill had the mean rating of M=2.63; SD=1.02. The principal has effective supervisory had the mean rating of M=2.58; SD=0.90. Based on the responses from the respondents, it was concluded that principals’ competency skill enhance administration of public senior secondary schools for goal attainment in Rivers State. Since the grand mean is above 2.5 criterions, also greater numbers of the items were rated above the criterion mean cut of point of 2.5.
**H0:** There is no significant relationship between principals’ competence and administration of public senior secondary schools for goal attainment in Rivers State.

**Table 4: Pearson Product Moment Correlation Coefficient on the relationship between the principals’ competency skill and administration of public senior secondary schools for goal attainment in Rivers State.**

<table>
<thead>
<tr>
<th>S/N</th>
<th>Principlas’ competency skill and administration of schools for goal attainment.</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>r-value</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>The principal apply different problem solving skills in different situations that is suitable for dealing with such situations to enhance administration of schools for goal attainment.</td>
<td>120</td>
<td>3.02</td>
<td>0.98</td>
<td>1.00</td>
<td>0.02</td>
</tr>
<tr>
<td>7</td>
<td>The principal possess good interpersonal skill that facilitates administration of schools for goal attainment.</td>
<td>120</td>
<td>2.63</td>
<td>1.02</td>
<td>1.00</td>
<td>0.00</td>
</tr>
<tr>
<td>8</td>
<td>The principal plan and coordinate activities effectively in school and that enhances administration of schools for goal attainment.</td>
<td>120</td>
<td>2.68</td>
<td>0.90</td>
<td>1.00</td>
<td>0.00</td>
</tr>
<tr>
<td>9</td>
<td>The principal has effective supervisory skill which facilitate administration of schools for goal attainment.</td>
<td>120</td>
<td>2.58</td>
<td>0.90</td>
<td>1.00</td>
<td>0.44**</td>
</tr>
<tr>
<td>10</td>
<td>The principal exhibit confidence and is always bold while doing his duties and it promotes easy administration of schools for goal attainment.</td>
<td>120</td>
<td>2.85</td>
<td>0.89</td>
<td>1.00</td>
<td>0.00**</td>
</tr>
<tr>
<td></td>
<td><strong>Grand mean</strong></td>
<td></td>
<td>2.75</td>
<td>0.94</td>
<td>1.00</td>
<td>0.09**</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).**

Table 4 showed the Pearson Moment Correlation Coefficient on the relationship between the principals ‘competency skill and administration of public senior secondary schools’ for goal attainment in Rivers State was (M=2.75; SD=0.94). The p-value of 0.09 of the Pearson Moment Correlation Coefficient showed that there is a relationship between the principals ‘competency skill and administration of public senior secondary schools for goal attainment in Rivers State’ (r=1.00, p>.05). The null hypothesis was rejected at 0.05 alpha level.

**DISCUSSION OF FINDINGS**

Research question 1 showed the mean and standard deviation on the extent to which principals’ credibility enhance administration of public senior secondary schools in Rivers for goal attainment. The result of the findings revealed that principals’ honesty, ability to inspire, integrity, and self-discipline showed high extent (HE) with grand mean of (M=2.70; SD=0.85). While principals ‘accountability showed low extent. However, Pearson Product Moment Correlation Coefficient on the relationship between principals’ credibility and administration of public senior secondary schools for goal attainment in Rivers State was (M=2.70; SD=0.85). The p-value of 0.19 of the Pearson Product Moment Correlation Coefficient showed that relationship exists between principals’ credibility and administration of public senior secondary schools for goal attainment in Rivers State (r=0.65, p<.05). The null hypothesis was
rejected at 0.05 alpha level. This result is in agreement with Anunobi (2018) who stated that the conducts of leaders should reflect what they view as value system of the society.

Research question 2 revealed that principals’ competency skill enhances administration of public senior secondary schools for goal attainment in Rivers State. The study revealed that principals’ ability to apply different skills in problem solving, inter-personal skills, plan and coordination of activities, supervisory skills and exhibits confidence and is bold while doing his duties all showed high extent (HE) with grand mean of M=(2.75; SD=0.94). Table 4 showed Pearson Moment Correlation Coefficient on the relationship between the principals competency skill and administration of public senior secondary schools for goal attainment in Rivers State was (M=2.75; SD=0.94). The p-value of 0.09 of the Pearson Product Moment Correlation Coefficient showed that there is a relationship between the principals’ competency skill and administration of public senior secondary schools for goal attainment in Rivers State (r=1.00, p>.05). The null hypothesis was rejected at 0.05 alpha level. This result is in agreement with Stephen (2006) in Cooper et al. (2007) who is of the view that the number one and most vital ingredient of leadership is to have an all-encompassing knowledge of the subject matter which the leaders are handling and which they want others to respond to in a particular way.

CONCLUSION
Most institutions, managers, supervisors, principals including head teachers do not indulge their colleagues and subordinates on the importance and principles of ethical leadership development. The principals are in charge of school administration in secondary schools. They are the pivot upon which processes of set school goals and objectives revolves. This implies that the principal’s ethical behaviour can either promote or hamper the attainment of educational goals. The principals’ ethical leadership demands the principal to be credible and competent. The study showed that principals’ credibility and competence to a high extent enhance administration of schools for goal attainment. This means that ethical leadership enhance administration of public senior secondary schools for goal attainment in Rivers State.

SUGGESTIONS
Based on the findings of this study, the following suggestions were made:

1. Principals should best represent the values and culture of the school and the society, by building credibility and should adhere to teachers’ code of conducts and demonstrate ethical conducts worthy of emulation by both students and teachers to enhance administration for attainment of goals in schools.
2. Principals should display a high level of competence to be able to attract and influence the loyalty of other school members to facilitate easy and smooth administration for attainment of goals in schools.

REFERENCES


