

CHAPTER ONE

INTRODUCTION

Background to the Study

For nations to rise to a standard worthy enough to compete favourably in the league of Nations, they first of all, should have manpower in adequate quantity and quality. Teachers are responsible for the education of this manpower in line with the expectations of the society. Teachers are employees who implement the educational policies of the state in the light of the country's goals. Balci (2001) sees the teacher as an instrument for learning, someone who prepares tests, enables discipline, and someone who is a defender and representative of middle class morality. To successfully carry out the roles associated with the teaching profession, the teacher needs to have positive attitudes towards the school as an organization. Studies have shown a positive relationship between teachers' attitudes and teachers' efficiency (Strong, 2007), and teachers' commitment ranks very high among these relevant attitudes.

Commitment can be seen as the process through which people become willing to give their loyalty and energy to a particular social system (Mart, 2013). Teachers' commitment, according Mart is the emotional bond

between the teacher and the school. Teacher's commitment can be defined using what Douglas (2010) described as a teacher's identification with and involvement in a particular school. This commitment can be characterized by a strong personal belief in and acceptance of the school goals and values, a desire to exert oneself for the betterment of the school, and a strong will to remain with the school. Ezeugbor (2015), defined teacher's organizational commitment as the psychological identification of the individual teacher with the school and the intention of that teacher to maintain his membership of the school, and show all personal interest. Gemlik, Sisman and Signri (2010), explained that teacher commitment is a multidimensional construct in which an individual teacher feels psychologically bound to the school. This multidimensional nature of commitment had earlier been proposed by Meyer and Allen (1991), who explained three important dimensions in commitment, namely; affective, continuance and normative.

Affective commitment is the employee's emotional connection to, identification with, and involvement in the organization. Organizational members, who are committed to an organization on an affective basis, continue working for the organization because they want to do so (Meyer & Allen, 2004). Teachers who are committed on an affective level stay with

the school because they perceive their personal employment relationship as congruent to the goals and values of the school (Beck & Wilson, 2000). A teacher with high level of affective commitment enjoys his relationship with the school and is likely to stay; he identifies with the goals of the school and desires to remain a part of it.

Majority of the teachers in Nigeria, Anambra state inclusive appear to have low level of affective commitment. This is because most of the teachers seem not to be emotionally connected to the school, they perhaps use teaching as a stepping stone and leave the profession as soon as they get a better employment. These category of teachers can be said to be committed to the school on continuance level.

Continuance commitment represents the feelings of employees about the cost of leaving the job. According to Grimsley, (2014), continuance commitment is the awareness of the costs associated with leaving the organization, such as loss of prestige, status, or monetary incentives. Continuance commitment is calculative in nature because of the individual's perception or weighting of costs and risks related with leaving the current organization. If a teacher considers the huge cost of leaving the school; which may lead to an unacceptable length of unemployment, feeling of

losing a certain degree of status or network of friends, the teacher may choose to remain with the school. The teacher commits to the school because the loss that will be experienced by leaving the school may be greater than the benefit that will be gained. Most teachers in Anambra state seem to have this kind of commitment. They probably are committed to the school because they have not found a better employment and wouldn't want to go through the hardship of staying without a job if they leave the school. This is in line with the submission of Affianmagbon (2007) that many teachers are merely staying on the job to look for better jobs outside.

There are also teachers that appear to be committed to the school on moral grounds. Their commitment to the school seems to be because the school or the government has invested in their training and development and they feel a moral obligation to stay with the school. This category of teachers can be said to be committed to the school on normative level.

Normative commitment includes the feelings of responsibility of employees to stay on the job. Meyer and Allen (2004) explained normative commitment as a feeling of obligation to continue employment. Teachers with high levels of normative commitment stay with the school because they feel it is the "morally right" thing to do for the school. These feelings may derive from

several sources. For instance, the school may have invested resources in training the teacher (through in-service training and professional development programmes) who then feels a ‘moral’ obligation to put forth effort on the job and stay with the school to “repay the debt”. Internalized normative beliefs of duty and obligation make teachers obliged to sustain membership in the school. According to Meyer and Allen (1991), teachers with normative commitment feel that they ought to remain with the school, probably because of the desire to conform to normative pressures perceived by family or friends.

High level of teachers’ commitment is essential for organizational success. Teachers with high level of commitment see themselves as an integral part of the school, what threatens the school endangers them as well, they do their best to perform their duties better, and work for the school as if it belonged to them (Oberholster & Taylor, 2009). In contrast, teachers with low level of commitment are less faithful to the school, see themselves as outsiders and are more concerned with personal success than with the success of the school as a whole.

For teachers’ optimal commitment to their school, strong and value-based effective leadership is required. George and Jones (2008) noted that

leadership behaviour is the facilitator of greater organizational commitment which subsequently enhances higher productivity. Okpu and Jaja (2014) suggested that leadership behaviour could be the fundamental reason employees stay away from work. Likewise, Caldwell (2011) argued that workers that display high level of commitment seem to view their leadership as extra dependable contrary to workers with little or no commitment.

In secondary school organization, the principal is the chief executive who gives the necessary leadership functions for the achievement of school goals. He is the leader and is responsible for all the happenings in the school. The principal is expected to perform leadership roles in order to achieve the goals of secondary education. The roles and behaviours of an organizational leader, (such as the principal) and strategies and tactics he adopts play an important part in the achievement of the prospective organizational goals and outcome in a coordinated manner, as well as affecting attitudes, beliefs, values and behaviours of members towards the leader. The leader's behaviours perceived as ethical are considered as a source of motivation for the school (Arslantaş & Dursun, 2008).

According to Aydın (2010) an ethical leader is someone who esteems ethical values, gives importance to assessment of employees' ethical behaviour as a

key factor and can integrate leadership abilities with ethical behaviours. Based on ethical principles in their conduct, ethical leaders respect their employees' rights by treating them fairly. Moreover, they make efforts to develop the sense of justice in the organization by including their subordinates in the decision-making process. Brown, Treviño, and Harrison, (2005), emphasised ethical leadership as the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to followers through two-way communication, reinforcement, and decision making. It can also reflect performing acceptable behaviours as an individual in interpersonal communication, supporting staff and making decisions (Hansen, 2011). An ethical leader has a powerful impression on teachers and helps them in improving job vocational goal. Yilmaz (2005) in his study developed four ethical leadership dimensions which were adopted for the current study. They are; Climatic Ethics, Communicative Ethics, Behavioural Ethics and Decisional ethics.

According to Bağrıyanık and Can (2017), Climatic ethics is concerned with creating an enabling environment for staff to work, encouraging and motivating staff to do their job, establishing clear rules, genuinely caring

about, respecting and supporting subordinates and where possible ensuring that their needs are met. Communicative ethics consist of behaviours such as accepting one's failures, not being selfish, being fair, being constructive in discussions, being patient, respectful, sincere and modest. Behavioural ethics consists of behaviours like self-awareness, being veracious, honest and courageous, protecting individual rights and being respectful for values (Yılmaz, 2005). Decisional ethics examines behaviours in terms of making morally correct decisions, to be able to differentiate what is correct and what is wrong, and being ethical in making decision in the management of the organization (Turhan, in Bağrıyanık & Can 2017).

Management of organization such as the school by a leader with relevant moral values, norms, rules, integrity, and high sense of responsibility and discipline is important to ensure that teachers work in a harmonious and disciplined manner. According to Handford and Leithwood (2013), teachers are more dedicated to principals they perceive to be influenced by practices such as effective leadership, open communication, consistency, reliability, respect and integrity. These ethical behaviours would likely encourage teachers to be more committed to their careers.

The situation in secondary schools in Nigeria and indeed Anambra state shows that most principals appear to be characterised by various forms of unethical behaviours and practices. According to Ezeugbor (2015), some principals in Anambra state see themselves as ‘sacred cows’ as they are found to arrogate powers to themselves. They in some cases fail to carry the teachers along by their failure to appreciate the personal worth of teachers. Some principals in the state had earlier been accused of embezzlement of financial resources that were meant for school improvement (Onuseluogu, 2010).

Furthermore, allegations of principals collecting illegal levies from students in public schools in Anambra state are rampant. This appears to be why the state governor, Dr. Willie Obiano in October, 2016, directed principals of public secondary schools in the state to return all illegal levies collected from students or risk being sanctioned (Eleka, 2016). These series of unethical behaviours from principals probably are the reason most teachers are poorly committed to the school, as could be observed in their poor attitude to work, absenteeism, lack of dedication to teaching and carrying out assignments, and unauthorized movement from duty posts (Ezeugbor, 2015).

More so, the state's recent decline in terms of students' academic performance in West African Examination Council (WAEC) May/June West African Senior School Certificate Examination (WASSCE) further corroborates that teachers in the state appear to be poorly committed to their work. Anambra state has always been at the top in WASSCE May/June examinations especially in 2013 and 2014 when the state took the overall 1st position in the country. The state however started experiencing decline in 2015 WASSCE May/June when Abia state came 1st while Anambra state came 2nd. Again in 2016, Abia state retained the 1st position while Anambra state retained the 2nd spot. The height of the decline came in the WASSCE May/June 2017 results where Anambra state took the 6th position, performing below Abia, Rivers, Edo, Imo and Bayelsa State. This recent decline in performance may be attributed to a gradual decline in teachers' commitment. According to Singh and Billinngley (2009), low level of teachers' commitment reduces students' academic achievement and performance.

Studies have also reported disciplinary cases in secondary schools in Anambra State (Modebelu & Onyali, 2014; Mbonu, 2015). Indiscipline in school which according to Obi cited in Nweke, (2014), is manifested in the

forms of; lateness to school, cheating, bullying, insolence, failure to do assignments, insubordination, aggression, damage to school materials and facilities, failure to obey prefects, untidy dressing habits and other acts capable of disrupting school activities can be associated with teacher-related factors, such as teachers' level of commitment (Simuforsa & Rosemary, 2014). These situations above made it imperative to determine the correlation between teachers' perception of principals' ethical leadership behaviours and their commitment in state owned secondary schools in Anambra state.

Statement of the Problem

Educational leaders such as the principals have the responsibility of creating effective learning communities, ones that are built and sustained by ethical practices such as honesty, tolerance, modesty, determination, righteousness and flexibility. However, in Anambra state, principals seem to be highly characterized by various forms of unethical behaviours and practices. Observable situations in secondary schools in the state suggest that most principals are disrespectful to teachers, insincere and seem not to uphold the rights of teachers as well as that of the students. Some secondary school

principals in the state have been accused of mismanagement of financial resources that are meant for school improvement.

Furthermore, there are reported cases of principals collecting illegal levies from students in public secondary schools in the state. This appears to be the reason the state governor, Dr. Willie Obiano in October, 2016, ordered principals of public secondary schools in the state to return all illegal levies collected from students or risk being sanctioned. Perhaps, these series of unethical behaviours from the principals may be the reason most teachers are poorly committed to the school, as could be observed in their poor attitude to work, absenteeism, lack of dedication to teaching and carrying out assigned tasks. It is as a result of the foregoing that the researcher sought answers to the question, what is the correlation between teachers' perception of principals' ethical leadership behaviours and their commitment in state owned public secondary schools in Anambra state?

Purpose of the Study

The main purpose of this study is to determine the correlation between teachers' perception of principals' ethical leadership behaviours and their commitment in State owned secondary schools in Anambra State. Specifically, the study determined:

1. The nature of correlation between teachers' perception of principals' communicative ethics and their commitment.
2. The nature of correlation between teachers' perception of principals' climatic ethics and their commitment.
3. The nature of correlation between teachers' perception of principals' ethics in decision making and their commitment.
4. The nature of correlation between teachers' perception of principals' behavioural ethics and their commitment.
5. The nature of correlation between teachers' perception of principals' ethical leadership behaviours and their commitment.

Significance of the Study

The findings of the study if applied will be of great importance to secondary school principals, teachers, students, Ministry of Education, the government and future researchers.

Principals will benefit from the findings of the study because it will expose them on the relationship between their ethical leadership behaviours and teachers' commitment. As a result principals will be properly equipped with the right information which will guide them in adopting ethical behaviours in their leadership. Through such practice, principals will gain the trust of

their teachers as it has been empirically found that teachers trust for principals mostly influenced by ethical practices. These ethical practices are also likely to encourage teachers to be more committed to their work. When this is achieved, school atmosphere will be improved, thereby giving the principal a good school environment for the accomplishment of set goals.

The findings of the study will be of benefit to teachers. This is because it will expose teachers to the nature of the relationship existing between principal's ethical leadership behaviour and their commitment. As a result teachers will demand that their principals imbibe ethical values in their leadership in order to steer them to commitment.

The findings of the study will be of great benefit to the students, in the sense that when principals' ethical leadership behaviour is improved, there will likely be improvement in teachers' level of commitment. With improved teachers' commitment, students will ultimately be the direct beneficiaries by receiving quality teaching and learning and ultimately improvement in their academic performance and achievement.

The Ministry of Education and other education regulatory bodies may through the findings of this study be assisted to properly implement policies regarding appointment of principals. That is appointing principals with

ethical conscience as heads of schools in order to stimulate teachers to be more committed to their work. The findings of the study will also assist those in the Ministry of Education to understand the need if any, to provide essential training programmes for principals and school administrators, focused on the development of ethical consciousness in them in order to use it to create an ethical climate that will help in improving teachers' commitment.

Improving teachers' commitment has always been a problem to the government, current administration in Anambra state inclusive. This study will give the government an insight on how value based leadership such as ethical leadership behaviours may bring the needed improvement in teachers' commitment. The knowledge will thus guide the government in organizing workshops for school principals on the issues of ethical leadership behaviours.

Finally, it is envisaged that future researchers would find the findings of the study useful for further academic activities. The findings will add to the bulk of existing knowledge on principals' leadership behaviour and teachers' commitment and this will also serve as a source of literature for future

researchers. This research report will also offer such researchers a stepping-stone for the taking-off of their research activities.

Scope of the Study

The study was delimited to determining the correlation between teachers' perception of principals' ethical leadership behaviours and their commitment in state government owned secondary schools in Anambra State. The content was limited to the four dimensions of principals' ethical leadership behaviours which are: communicative ethics, climatic ethics, ethics in decision making and behavioural ethics and their correlation with teachers' commitment.

Research Questions

The following research question guided the study

1. What is the nature of correlation between teachers' perception of principals' communicative ethics and their commitment?
2. What is the nature of correlation between teachers' perception of principals' climatic ethics and their commitment?
3. What is the nature of correlation between teachers' perception of principals' ethics in decision making and their commitment?

4. What is the nature of correlation between teachers' perception of principals' behavioural ethics and their commitment?
5. What is the nature of correlation between teachers' perception of principals' ethical leadership behaviours and their commitment?

Hypotheses

The following hypotheses were tested at 0.05 level of significance.

1. The nature of correlation between teachers' perception of principals' communicative ethics and their commitment is not significant.
2. The nature of correlation between teachers' perception of principals' climatic ethics and their commitment is not significant.
3. The nature of correlation between teachers' perception of principals' ethics in decision making and their commitment is not significant.
4. The nature of correlation between teachers' perception of principals' behavioural ethics and their commitment is not significant.
5. Teachers' perception of principals' ethical leadership behaviours are not significant correlate of their commitment.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviewed related literature to the research and is organized under the following sub-headings: conceptual framework, theoretical framework, theoretical studies, empirical studies and summary of literature review.

Conceptual Framework

- Principal
- Ethical Leadership
- Behaviour
- Ethical Leadership Behaviour
- Teachers' Commitment

Theoretical Framework

- Social Learning Theory
- Social Exchange Theory

Theoretical Studies

- Ethical Leadership Behaviour
- Dimensions of Ethical Leadership Behaviour
- Principals as Ethical Leaders
- Dimensions of Employee Commitment
- Relationship between Ethical Leadership Behaviour and Employee Commitment

Empirical Studies

- Studies on Ethical Leadership Behaviour
- Studies on Employee Commitment
- Studies on Relationship between Ethical Leadership Behaviour and Teachers' Commitment

Summary of Review of Related Literature

Conceptual Framework

Under this heading, various concepts such as; principal, ethical leadership and teachers' commitment were reviewed. Functional definition of each was also made out.

Principal

The term Principal has been conceptualized by many researchers, educators and other interest groups in education in various ways. For instance Njoku, (2006) sees principal as a position occupied by someone who has been entrusted with the business of controlling staff, finances and organisation of the curriculum. According to Ameh (2006) the principal is an administrator who runs a school organization for the purpose of attaining the objectives of secondary education. Similarly, Okondayo (2007) defined the principal as a professional charged with the responsibility of education development through the application of administrative skills which ensure goal attainment within a given school environment.

Scholars such as Oyewale and Alonge (2013) conceptualised the principal as a professional leader and foremost supervisor who combine the roles of administration supervisor, instructional supervisor and subject supervisor. Hence the growth and development of secondary schools depend largely on

the administrative effectiveness and efficiency of the principal. In the same vein, the Federal Republic of Nigeria (FRN, 2013) highlighted that the principal is a person who is responsible for running a school and determining the direction and objectives of the school. This definition means that the principal's position determines everything that happens in the school. The principal is responsible for implementing the educational policy of the country in secondary schools and usually report to the school board in their area (Blackman & Fenwick, 2000).

The functions of the principal among others include scheduling, budgeting, instructional supervision, maintenance of physical plants and custodial services to both students and staff as well as playing the role of a liaison officer between the school, ministry and the community (Educational Research Service, 2000). In addition, Igwe (2003) listed the duty of the principal to include to oversee the proper running of the school in terms of staff and students' welfare, development and implementation of educational programmes, provision of proper instruction, school-community relations, discipline and proper keeping of school records. Other duties to be performed are; students admission, proper documentation of school finance and creating a conducive learning atmosphere.

In this study, the term principal will be perceived as a leader in the secondary school who is charged with the execution and implementation of school goals, policies and programmes for the attainment of the goals of secondary education.

Ethical Leadership

Most contemporary perspectives on ethical leadership (Brown, Treviño, & Harrison 2005; de Hoogh & den Hartog 2008; Lasthuizen 2008) explicitly consider ethical leadership to comprise both the quality of leaders to consistently make decisions and act in accordance with relevant moral values, norms, rules, and obligations as well as their ability to cultivate such decision making and behaviour among followers. Ethical leadership has been explained as presenting the manifestation of normatively proper conduct by personal actions and interpersonal relationships, and the development of such conduct to followers through two-way communication, reinforcement, and decision-making (Brown, Treviño, & Harrison, 2005). Ethical leaders express to employees that performing works in the right way is expected, encouraged and valued; in turn employees are inclined to apprehend an ethical organizational environment (Mayer, Kuenzi, & Greenbaum, 2010). According to Treviño, Hartman, & Brown, (2000), Ethical leaders communicate with their subordinates about their ethical and

values-based expectations and use reward and punishment to encourage ethical conduct or prevent unethical behaviours.

Ethical leadership embodies organization's goals, vision and values in an ethical understanding (Freeman & Stewart, 2006). According to Brown, Trevino and Harrison, (2005), Ethical leadership is related with honesty, trust and respect. In the same vein, it can be perceived as performing acceptable behaviours as an individual, in interpersonal communication, managing by supporting and making decisions (Hansen, 2011). Ethical leaders are individuals who have a powerful impression on teacher and helps teachers for improving job vocational goal (Çelik, 2013). Ethical leadership contains the features of being honest, reliable, sincere, democratic, supportive of participation, kind and sympathetic; it is also associated with being fair and behaving respectfully towards employees in order to achieve organizational goals (Helvacı, 2010).

Ethical leadership can also be described as harmony between individuals' behaviours and society's behaviours and affecting others within the context of behaviour between individuals. (Brown & Treviño, 2006; De Hoogh & Den Hartog, 2008). Ethical leaders consistently attempt to take into consideration the accepted humanitarian and moral standards and principles

in their beliefs and the values and behaviours in the working environment. These leaders have a high commitment and sense of responsibility for their high level goals; in addition they are foresighted and wise, show pride in the right way and situation, are patient and tolerant, emphasize moral principles underscored in desirable work relationships, and are hard-working, resistant, and persistent (Khuntia & Suar, 2004). Other researchers also consider honesty, determination, flexibility, righteousness, tractability, modesty, and they show the feelings in the right situation, audacity, and feeling of responsibility as other characteristics of the ethical leaders (Solomon, 1999; Guillen & Gonzalez, 2001).

Ethical leadership will be viewed in this study as the manifestation of features of being honest, reliable, sincere, democratic, supportive of participation, kind and sympathetic by a leader. It is also associated with being fair and behaving respectfully towards employees in order to achieve organizational goals.

Behaviour

Behaviour is important in everyday life, providing potential cues about how to get along with people and members of different groups whose customs might otherwise seem strange to us (Regan & Hoshi 2003). Behaviour can be

seen as any observable overt movement of an organism, generally taken to include verbal as well as physical movements (Colman, 2006; Levitis, Lidicker, & Freunda, 2009). According to this definition, behaviour is essentially observable physical activity. As stated by Ossorio, (2006), behaviour is describable as an attempt on the part of an individual to bring about some state of affairs – either to effect a change from one state of affairs to another, or to maintain a currently existing one.

Behaviour can also be perceived as the way and manner in which an individual acts or conducts him/ herself. It can be seen as the manner in which an individual acts towards people, society or objects. Behaviour can be positive or negative, normal or abnormal. In the words of Alberto and Troutman (2003), behaviour is every action by a person that can be seen or heard. It includes skills and or qualities demonstrated by an individual under given circumstances.

Behaviour in this study will be conceptualized as the aggregate action or disposition of an individual towards other individuals or group.

Ethical Leadership Behaviour

Having gone through the concepts of ethical leadership and behaviour, one can conceive ethical leadership behaviour as the display of proper and

acceptable conduct and disposition by a leader. It can also be seen as the demonstration of normatively proper conduct by a leader in terms of personal actions and interpersonal relationships, and the extension of such conduct to followers through two-way communication, reinforcement, and decision-making. Ethical leadership behaviour is the act of being honest, democratic, supportive of participation, kind and sympathetic by a leader. It is also associated with a leader's display of fairness and behaving respectfully towards employees in order to achieve organizational goals.

Teachers' Commitment

Employee commitment is one of the job related attitudes which has attracted the minds of various scholars and practitioners across different fields due to the impact it has on employees and organizational performance (Robbins, 2005). According to McNeil (2006), commitment is the tendency to be involved in positive activities rather than feeling purposeless. In addition, those who are characterized as being committed usually have the ability to set goals for themselves and recognize their own personal value system; on the other hand, good working conditions are very important to elicit their commitment and perform their job properly.

Teacher commitment is an acceptance of the values and mission of a specific school, a desire to stay in and a willingness to make more contribution to the school than one is expected (Park, 2005). Teacher commitment according to Mowday, Steers, and Porter, (2009) is a strong belief towards accepting the goals and values of the school organization, willingness to exert energy and effort on behalf of the school and a definite desire to maintain membership in the school.

Teacher commitment to school means considerable loyalty to the Specific School and a strong desire to put constant effort into work to develop the school. Ezeugbor (2015) defined teacher's commitment as the psychological identification of the individual teacher with the school and the intention of that teacher to maintain his membership of the school, and show all personal interest. Gemlik, Sisman and Signri (2010), emphasized that teacher's commitment is a multidimensional construct in which a teacher feels psychologically bound to a school. Meyer and Allen (1991, 1997) had earlier explained the three important dimensions of commitment; Affective, continuance and normative. Affective commitment covers the positive feelings, involvement and attachment of the employees with the organizations, whereas continuance commitment represents the feelings of

employees about costs of leaving the job, while normative commitment includes the feelings of responsibility of employees to stay at the job.

Teacher commitment has psychological aspects or elements like sincerity, belief and sense of involvement in the job which motivate the teacher to stay at the school (Allen and Meyer, 1990). Teachers' commitment reflects the strength of the bond which the teachers feel towards their school (Dogan & Kilic, 2008), and considered as fundamental to hold the school organization intact (Nartgun & Menep, 2010).

Teachers' commitment in this study will be perceived as teachers' exhibition of loyalty to the school organization and a strong desire to put constant effort into work in order to achieve the goals of the school.

Theoretical Framework

In this section, the Social Learning Theory by Bandura, (1977) and the Social Exchange Theory by Blau, (1964) used as the theoretical foundation for the present study were reviewed.

Social Learning Theory

Social learning theory is credited to Albert Bandura (1977). The theory posits that individuals learn appropriate ways to act through a role-modeling

process by observing the behaviours of others. Individuals learn by paying attention to and emulating the attitudes, values and behaviours of models that are attractive and credible. The theory maintains that people can learn both through direct experience and also through observation.

Social learning theory can be applied to this study on ethical leadership as a means of explaining the primary method by which ethical leaders influence followers. In the school system, principals are role models for their teachers. This is because principals are expected to show an ethical example that is likely to be copied by their staff. Principals are also relevant role models because they occupy powerful and visible positions in school organizational hierarchy that allow them to capture their teachers' attention. Principals communicate ethical expectations through formal processes (e.g., rewards, policies) and personal example (e.g., interpersonal treatment of others). These examples teachers will apparently observe and emulate.

In addition to direct observation, teachers are influenced by their principals because he/she has the power to dole out both punishments and rewards for ethical and unethical behaviour. Social learning theory also allows for individuals to learn vicariously through the experiences of those around them. Teachers learn what is expected of them in terms of appropriate

behaviour not only through their own experience, but also by observing their principal and his/her behaviour.

For social learning of ethical behaviour to take place, principals must be credible in terms of moral behaviour. By treating staff fairly, honestly, and considerately, principals become worthy of emulation by teachers. Otherwise, teachers might ignore a principal whose behaviour is inconsistent with his/her ethical pronouncements or who fails to interact with them in a caring, nurturing style.

In sum, principals who are honest, reliable, sincere, democratic, kind and sympathetic signal to teachers that doing the right thing is expected, encouraged, and valued. In essence, by role modeling appropriate behaviour, principals help create a climate in which doing the right thing is valued and in turn, teachers are likely to perceive an ethical organizational environment, one which is likely to trigger a social exchange behaviour as will be discussed in the next theory.

Social Exchange Theory

Social exchange theory is a social psychological and sociological perspective that explains social change and stability as a process of

negotiated exchanges between parties. The theory was developed by Blau in 1964 and posits that human relationships are formed by the use of a subjective cost-benefit analysis and the comparison of alternatives. The theory has its features as an actor's Initial treatment toward a target individual, a target's reciprocal responses (both attitudinal and behaviour) to the action, and relationship formation.

The social exchange process begins when an organizational actor or perpetrator, usually a supervisor or coworker, treats a target individual in a positive or negative fashion. These initial behaviours can be referred to as initiating actions. Positive initiating actions may include activities such as providing organizational support, effective leadership or justice. Negative initiating actions might involve abusive supervision. In response to the initiating action, the target, often a subordinate or coworker, may choose to reciprocate this treatment with good or bad behaviour of his/her own. Collectively, these behaviours can be referred to as reciprocating responses. Social exchange theory predicts that, in reaction to positive initiating actions, targets will tend to reply in kind by engaging in more positive reciprocating responses and/or fewer negative reciprocating responses and vice versa. Generally, a series of successful reciprocal exchanges may

transform an economic exchange relationship into a high quality social exchange relationship. In this way, people may become affectively committed to organizations.

This theory can be related to the current study in the sense that, when teachers receive effective leadership from the school principal in form of ethical leadership which is characterized by honesty, reliability, democratic, supportive, being kind and sympathetic, being fair and behaving respectfully towards the teachers, they will feel obliged to reciprocate this behaviour. According to the principles of reciprocity in social exchange theory, teachers will feel obligated to return beneficial behaviours from the school principal when they believe he has been good and fair to them. In line with this reasoning, teachers will feel indebted to ethical leaders because of their trustworthy and fair nature; consequently, they will reciprocate with beneficial work behaviour (e.g., higher levels of commitment, dedication and carrying out assigned tasks) and refrain from engaging in destructive behaviour (e.g., workplace deviance, absenteeism and indiscipline).

Theoretical Studies

This section contains relevant sub-headings that discusses the views and opinions of authors on ethical leadership behaviours and employee commitment.

Ethical Leadership Behaviour

It is obvious that each social organization needs a leader beyond a manager to run effectively. Therefore, leadership and traits that leaders should have are one of the issues focused in the field of social sciences and education. Recent ethic scandals, especially in business management (Brown et al, 2005), caused the debates about the ethical aspects of leaders. However, the lack of ethical understanding is not only limited to business organizations but also grows among politicians, educators and other professionals (Gaedeke, Kelley, & Tootelian, 2002). As a result of the increase in such problems, a break down in the trust of leaders and organization is experienced (Waldman, Siegel, & Javidan, 2006). It is an undeniable fact that values, moral and ethics are indispensable elements of leadership and management (Hodgkinson, 2001) because leadership is a moral and ethical issue due to leader's responsibilities.

Clearly, leaders' characters influence their ethical performance at work. Ethical leader contains not only (Yılmaz, 2010) the features being honest, reliable, sincere, democratic, supportive of participation, kind and sympathetic; but also being fair and behaving respectfully, positively effective on employees in order to achieve goals (Helvacı, 2010). Brown, Treviño, and Harrison, (2005) defined ethical leadership as the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to followers through two-way communication, reinforcement, and decision-making. Ethical leadership behaviour includes demonstration of normatively appropriate actions and promotion of such actions among followers. Ethical leaders would contribute to organizational effectiveness through creating a sense of shared core values, supporting mission, vision and strategies of organization. So leaders must develop an ethical atmosphere including mission, vision and organizational policies. Ethical framework created by the leader would help and guide staff regarding values and ethical codes of organization. Followers would learn about ethical standards observing leaders' ethical actions (Gill, 2006; Kim, & Brymer, 2011).

Ethical leadership can also be described as harmony between individuals' behaviours and society's behaviours and affecting others within the context of behaviour between individuals (Brown & Treviño, 2006; De Hoogh & Den Hartog, 2008). Ethical leadership is a means through which leaders improve themselves as followers will see and evaluate what is seen in a leader (Muhammed, Shahril, & Maszuria, 2009). According to Brown and Trevino (2006), ethical leadership is composed of two main aspects of individual moral and moral manager. Individual moral aspect refers to the personality characteristics of the leader as seen, the behaviour and decision-making process. The moral aspect of the manager refers to deliberate efforts by a leader to influence others (role models), guiding the ethical behaviour of followers such as communicating about ethical standards and discipline employees who demonstrate unethical behaviour. Thus, the combination of the individual aspects of moral and moral managers make ethical leadership style seen in contrast to the style of leadership of others. This is because ethical leaders although become role models who exhibit personality and appropriate behaviour, also uses aspects of reward and punishment to stimulate ethical conduct among followers (Brown et al, 2005; Trevino, Brown, & Hartman, 2003).

Leaders of the future may have to pay attention to human values and ethical behaviours that are required for efficient and effective leadership in order to maintain their leadership (Ryan, 2000). Leaders must set employees an ethical example for them to behave ethically. (Arslantaş & Dursun, 2008; Eisenbeiss, 2012).

Dimensions of Ethical Leadership Behaviour

In course of review of literature, it could be noticed that researchers (Brown, Trevino, & Harrison, 2005) considered ethical leadership unidimensional and contained the interconnected aspects such as; communicating, caring, role modeling, treating employees fairly, honesty and listening to employees. There are other studies stating that the concept has some other dimensions and it is multi-dimensional. For instance, De Hoogh and Den Hartog (2008) pointed out fairness, power sharing, and role clarification as the outstanding aspects of ethical leadership. Besides, Hargreaves & Fink (2004) added sustainability as an essential element of ethical leadership. Considering the previous studies, (Kalshoven, Den Hartog, & De Hoogh, 2011) defined seven dimensions of ethical leadership behaviour as; fairness, power sharing (listening to followers ideas and concerns), role clarification (clarifying responsibilities), people orientation (caring, respecting and

supporting), ethical guidance (explaining and promoting ethical rules), sustainability (caring about environment and promoting recycling), integrity (consistency of words and acts).

In some of the studies from Turkey and Nigeria, the dimensions of ethical leadership were defined as communicative ethics, climatic ethics (creating an ethical school climate), behavioural ethics and ethical decision making (Aslanargun, 2012; Cemaloğlu, & Kılınç; 2012; Karaköse, 2007; Sağnak, 2010; Sağnak, 2005; Yılmaz, 2005; Ezeugbor, 2015). In some other studies it might be noticed that these dimensions were increased in number and specified as following ethical principles, ethical decision making, creating ethical school culture and climate, behaving socially responsible, being service oriented, being trust based oriented and principles oriented (Aydın, 2010, Turhan, 2007).

The current study focused on the four major ethical dimensions of ethical leadership according to Yılmaz, (2005) which are; climatic ethics, communicative ethics, behavioural ethics and decisional ethics. Climatic ethics is concerned with creating an enabling environment for staff to work, encouraging and motivating staff to do their job, establishing clear rules, genuinely caring about, respecting and supporting subordinates and where

possible ensuring that their needs are met. Communicative ethics consist of behaviours such as accepting one's failures, not being selfish, being fair, being constructive in discussions, being patient, respectful, sincere and modest (Bağrıyanık and Can; 2017). Behavioural ethics consists of behaviours like self-awareness, being veracious, honest and courageous, protecting individual rights and being respectful for values (Yılmaz, 2005). Decisional ethics examines behaviours in terms of making morally correct decisions, to be able to differentiate what is correct and what is wrong, and being ethical in making decision (Turhan, 2007, in Bağrıyanık & Can 2017).

Principals as Ethical Leaders

The studies concerning leadership and its reflections on educational organizations are relatively new when compared to the earlier studies in the field of business and economics. Educational leadership is a concept that emerged in the late 20th century. After the world wars, providing economic and social development was one of the primary goals. Technological advances would contribute to attaining the goal, but education is an essential step to realize social development and the best vehicle for personal and social change (Brinia, 2011). Schools are institutions designed to promote social change and establish social norms. Although these institutions are

dedicated to the well-being of students, students generally are not the ones controlling what happens there. For this reason, there is need for a leader to guarantee moral aspects of educational activities (Lashway, 2006). As leaders of schools principals' ethical responsibilities are crucial for the organization of their school. For a principal making a true decision is bound to his/her true understanding (Pehlivan, 2008). If relations at schools are based on morality, the quality of education would be promoted (Easley, 2008).

Principals' ethical leadership is generally associated with dimensions of the values, vision and virtue. Apart from these, principals' ethical leadership has some variables like creating ethical awareness, granting responsibility to the teachers, adopting participatory and democratic administration, creating a positive school climate suitable for the school requirements, being honest and reliable, behaving equitably in every attitude and behaviours (Tutar, Altınöz, & Çakıroğlu, 2011). Gallagher and Tschudin, (2010) also stated that principals require particular knowledge to support professional competence; particular skills to encourage organizational change and development; moral virtues to act ethically. Leader's characteristics have considerable effect on the enhancement of overall ethics in the school. Different leadership skills

might intensify the strength of the leader in creating an ethical atmosphere in school.

Likely, there are defined behaviours that principals are anticipated to take into consideration to create an ethical atmosphere at schools. The samples for virtuous behaviours expected from principals are as follows (Sağnak, 2005):

1. Making the well-being of students the fundamental value of all actions.
2. Fulfilling professional responsibilities with honesty and integrity.
3. Supporting the principle of due process and protects the rights of all individuals.
4. Obeying laws and not deliberately joining or supporting organization that advocates directly or indirectly, the overthrow of the government.
5. Implementing administrative policies, rules and regulations.
6. Pursuing appropriate measures to correct problematical laws, policies, and regulations which are not consistent with sound educational goals.
7. Avoiding using positions for personal gain through political, social, religious, economic, or other influence.

8. Accepting academic degrees or professional certification only from suitably accredited institutions.
9. Seeking to improve the effectiveness of the profession through research and continuing professional development.

There is need for principals as public officials to pay attention to their ethical responsibilities and their role of leadership which is vital in the organization and conduct of school. As an effective leader, a principal is the one who is able to strengthen the group dynamics among teachers and develops the aims of education and the school.

The priority of schools is to educate their students and to improve their behaviours. An educational institution is responsible for turning the individual who is essentially a tabula rasa from birth into an effective member of the society by socializing him and by making him productive. The major responsibility of the school in achieving these aims is undertaken by the school principals and teachers, because they are primarily responsible for the quality of the education given in a school. Therefore, the fact that teachers in particular are satisfied with their job tend to affect their motivation. If the principals cannot unite their teachers in the common points of their educational missions and cannot provide them with the

environment and opportunities to learn from each other, the most skilled teachers won't be able to have the expected effect upon the success of the students (Ozden, 2009). In order for the principals to achieve this unity, they are supposed to have the characteristics of an ethical leader like honesty, trustworthiness, responsibility, and courage.

The most vital duty of a principal is to adopt a management strategy that is integrated with humane, moral and social values and to ensure his staff adopt this strategy as well (Celik, 2013). When the staff adopt and display these ethical values, unethical behaviours in the institution will decrease significantly. Schools are such institutions that have ethical values and where students are taught some precious values like justice, loyalty, honesty, and respect. During their administration, ethical principles should be considered and an ethical leadership concept should be applied. For this purpose, principals should first possess these values, and then reflect them in their actions (Sergiovanni, 2002). Principals should take some ethical principles into account while performing their profession. These can be listed as follows: being honest and objective, showing respect to individuals, being tolerant and just (Smith, 2007). These principles are important in

increasing the reputation of the school and helping them achieve an ethical culture.

When viewed from the perspective of teachers, teachers' commitment and motivation will indisputably be enhanced when they feel that they are working at a school that is run with an ethical approach. Therefore, principals should mind their ethical responsibilities for their teachers; should respect their individual rights and should be just. In any organization, paying attention to ethical behaviours and acting on the basis of ethical values are the most important responsibilities of an ethical management (McNamara, 2009). In this respect, the principal can first be an example of the application of ethical leadership behaviours and thus provide an ethical culture within the organization. Hence, the school will possess not only an ethical management but also an ethical culture. Principals who behave on the basis of ethical principles will be regarded highly in the society and among their staff. Without doubt, principals' ethical leadership behaviour is of great importance regarding the educational institution. When principals demonstrate ethical behaviours in and out of the school, they will both contribute to institutionalizing the ethical principles at school and lead the

staff to behave ethically. This will perhaps improve the level of staff's commitment to the school.

Employee Commitment

Commitment is one of the most fundamental concepts in relation to workforce motivation and productivity. A person who has been committed to a task will continue being commitment till the end even though he had a barrier during the process (Tolentino, 2013). Organizational commitment is defined as a strong belief against accepting the goals and values of the organization, willingness to exert energy and effort on behalf of the organization and a definite desire to maintain membership in the organization (Mowday, Steers, & Porter, 2009). Organization will give more priority to those working with a high level of commitment to the organization because of the belief of the administration that the challenge to achieve organizational goals can be overcome by higher employee commitment (Uygur & Kilic, 2009).

Commitment remains the comparative power of a person's recognition with and participation in a specific establishment (Fu, Bolander, & Jones, 2009). This is considered a robust recognition or a confidence in the establishment's objectives and ethics inclination to apply effort on behalf of

the establishment and a robust craving to sustain association of the establishment. Bergman, (2006) opines that people possess a psychosomatic union to the establishment, as well as a sagacity of occupational connection, allegiance, and confidence in the standards of the establishment. However, other researchers such as Farahani, Taghadosi, and Behboudi (2011) lean towards a more detailed definition of commitment, they describe organizational commitment as the psychological warmth and devoutness an employee has concerning their establishment. In addition, a team of investigators' distinct commitment to comprise the emotion of responsibility that a worker could possibly have concerning the mission of the establishment (Qureshi, Hayat, Ali, & Sarwat, 2011).

Demir, Sahin, Teke, Ucar, & Kursun, (2009) argues that commitment remains an individual connection to some sequence of deed. Individual commitment comprises the assurance to the devoted and preeminent among the colleagues. Various researchers have perceptions of what commitment truly means. Diverse descriptions of organizational commitment frequently appear in various studies; the description that keeps emerging appears to share a mutual construct which indicates a bond that ties people to their organization (Samad, 2005). Workers dedicated in their workplace always

feel the necessity to move further than the regular work contract to distinguish themselves as a substantial individual influence to the establishment (Perryer & Jordan, 2005).

According to Bragg (2002) and Bhatti (2011), a worker's commitment to work relies mostly on three facilitators which could include fairness, trust, and apprehension for employees. If principals wish to shape teachers commitment, they ought to generate a setting of fairness, trust, care, and apprehension by acting dependably in conduct that workers observe as fair, trusting, and compassionate. Teachers in secondary schools in Anambra state appear to lack these commitment facilitators from their principals as evidenced in their poor attitude to work, absenteeism, lack of dedication to teaching and carrying out assigned tasks. Teachers' commitment and motivation will be enhanced when they feel that they are working at a school that is run with an ethical approach. This will encourage teachers to exhibit such behaviour which influence their work commitment. Denga cited in Akpan (2015) reported that workers, whose needs, goals and aspirations are thwarted by the organization, develop feelings of low self-worth, become apathetic, disinterested, frustrated and tend to withhold self-commitment to the work. Thus, principals' behaviours, practices and conduct can influence

teachers' feelings and interest towards their job and commitment to the school. In effective schools where teachers are well managed and respected, they can be motivated to hard work, and will become enthusiastic in the pursuance of school objectives.

Teacher commitment is imperative for the reason that high levels of commitment lead to several auspicious establishment results. It reproduces the extent to which workers identify with establishment and is committed to its objectives. Dordevic (2004) states that the commitment of teachers is an imperative issue for the reason that it may be used to forecast teachers' performance, nonattendance, and other behaviours. In line with this, Meyer and Allen (1990) also cited in Akpan (2015) identified three forms of teachers' commitment which are tools to measure institutional effectiveness and outcome. These are affective commitment, continuance commitment and normative commitment. Affective commitment deals with the attachment of a teacher with the school organization and its goals and objectives. It is affected by job characteristics and more concerned with intrinsic factors than extrinsic factors (Akpan, 2013). Continuance commitment deals with the concern of teachers on the cost associated with leaving the teaching profession and the lack of alternative employment

opportunities. Normative commitment deals with teachers' loyalty and obligation to remain in the teaching job. It involves also the act of continuing for the reason that the worker perceives they have no other option except to stay. In other words, Affective commitment is tied to emotional attachment, continuance commitment could be tied to cost of leaving, and normative commitment could be tied to moral compulsion to stay and some degree of personal psychology.

Mayer and Allen (1990) developed a three scale model of commitment to measure organizational commitment. The model comprise of: Affective, Continuous and Normative commitment. These three dimensions are more accurately described as components or dimensions of organizational commitment. Although these components of organizational commitment may differ, they have a similar impact on teachers' decision to either remain and continue or discontinue their employment with the school (Akpan, 2013).

Relationship between Ethical leadership Behaviour and Employee Commitment

Kim, Tavitiyaman, and Kim (2009) conducted a study on hotel employees in Thailand and found the hotel manager who practice power sharing with employees are likely to encourage their employees to provide better service to the organization. Leaders who practice behavioural ethos of trust, distribute the power and the importance of leadership responsibilities with members also found significant relationship with organizational commitment (Ghamrawi, 2011). In the school context, the study by Abg-Hut (2005) and Zulkafli (2008) found that the level of power sharing between the leaders of the school with teachers remained at a low level and have an impact on the decline in the level of commitment of teachers.

Zhu, Norman, Peng, Riggio, and Sosik, (2012) summarized that ethical leadership behaviour has a positive effect on increasing the organization's commitment to a higher level. Moreover, ethical leadership is concerned with the work load, role conflict and employee stress, is significantly associated with retention of members in the organization (Malik, Waheed, & Khalil-ur-Rehman, 2010; Yousef, 2002). The findings by Alhyasat (2012) on workers in Jordan Press Foundation also shows that individuals who are in a climate of positive work ethic will lead to an increase in the level of

individual commitment to the organization. In contrast, a study conducted by Putranta (2008) found that organizational climate encrusted ego significantly related to the difficulty of retaining staff who are committed to the organization.

Empirical Studies

This section presents results of available and related empirical studies on ethical leadership behaviour, commitment and on the relationship between ethical leadership and commitment.

Studies on Ethical Leadership Behaviour

Several studies have been carried out on ethical leadership behaviour, for instance, Karaköse (2007), embarked on a study titled High School Teachers' Perceptions Regarding Principals' Ethical Leadership in Turkey. This study was carried out in order to determine the extent principals demonstrate ethical leadership behaviours, and to present suggestions on the strength of these findings. The study adopted a descriptive survey design and used the Ethical Leadership Scale (ELS) developed by Yilmaz (2006) for data collection. The population of the study is composed of 850 teachers working at the 36 high schools in the city of Kütahya, a province located in the western part of Turkey. The sample composed of 463 teachers sampled

randomly from the population. Statistical tools such as significance test, standard deviation, one-way analysis of variance (ANOVA), Kruskal-Wallis H Test, Mann-Whitney U Test were used to analyze the data collected for the study. The findings reveal that principals adequately perform their ethical responsibilities like treating their staff justly and encouraging them, being fair, understanding, patient and humble, traits which all exist in the “communicative ethics, climatic ethics and ethics in decision making” levels at the state high schools in the city of Kütahya, Turkey. The participant teachers in the study clearly admitted that the principals engaged in such ethical behaviours in the “behavioural ethics” level as self-evaluation, not lying and protecting individual rights poorly.

The study by Karaköse (2007), is related to the current study because both studies focused on principals’ ethical leadership behaviour. Both studies are also related in terms of instrument for data collection and respondents. This is because both studies made use of ethical leadership scale by Yilmaz (2006) and used teachers as respondents. The underlining differences between both studies are in the area of the study, research design, and method of data analysis. The study by Karaköse (2007), was carried out in Turkey using a descriptive survey research design and made use of one-way

analysis of variance (ANOVA), Kruskal-Wallis H-Test and Mann-Whitney U-Test for data analysis while the present study however, was carried out in Anambra state, Nigeria using correlational survey research design and Pearson's correlation for data analysis.

Shafer (2009), conducted a study on Ethical climate, organizational-professional conflict and organizational commitment in Hong Kong, China. The study adopted a correlational survey research design. Data were collected from a sample of 300 professional auditors (seniors and managers) employed by local and international accounting firms operating in the People's Republic of China using four sets of questionnaire. Data collected for the study were analysed using correlation, univariate ANOVA, and multiple regression analysis. These analyses revealed that the effects of ethical climate on organizational professional conflict indicated that the egoistic/individual, egoistic/local, and principle/cosmopolitan climates significantly affect perceived conflict, and the model explained approximately 40 percent of the variation in organizational professional conflict. Organizational professional conflict exhibited a highly significant negative correlation with affective commitment. However, organizational

professional conflict did not mediate the relationship between ethical climate and organizational commitment.

The relationship between the study by Shafer and the present study is that both studies adopted a correlational survey research design and used questionnaire for data collection. Both studies however differ in area of the study and method of data analysis. The reviewed study was carried out in Hong Kong and used correlation, univariate ANOVA, and multiple regression analyses to analyse data generated for the study. The present study was carried out in Anambra state, Nigeria and made use of Pearson's correlation for data analysis. The two studies also differ with respect to respondents, while the reviewed study was conducted using certified public accounting firms' auditors, the present study was carried out using secondary school teachers.

In another study, Toor, and Ofori (2009) examined the relationship between full range leadership model, employee outcomes, and organizational culture in Singapore. A sample of 62 managers were used for the study. The study adopted a correlational survey research design and made use of Brown et al.'s (2005) Ethical Leadership Scale and 45-item Multi-factor Leadership Questionnaire (MLQ) for data collection. Data collected for the study were

analysed using regression analysis. Findings of the study indicated that ethical leadership is positively and significantly associated with transformational leadership, transformational culture of organization, contingent reward dimension of transactional leadership, leader effectiveness, employee willingness to put in extra effort, and employee satisfaction with the leader. However, it was also found that ethical leadership bears no correlations with transactional leadership. Also, it is negatively correlated with laissez-faire leadership and transactional culture of the organization. The findings also reveal that ethical leadership plays a mediating role in the relationship between employee outcomes and organizational culture.

The reviewed study is related to the present study because both studies focused on ethical leadership and used a questionnaire for data collection. Both studies also adopted a correlational survey research design. The reviewed study and the present study however differ in the area of study and method of data analysis. The reviewed study was carried out in Singapore using regression analysis to analyze data for the study, while the present study was carried out in Anambra state Nigeria, using Pearson's correlation to analyse data collected for the study.

A study was carried out by Van den Akker, Heres, Lasthuizen, and Six, (2009), on the effects of different ethical leadership behaviors, as perceived by followers, on the trust that followers have in their leader. A descriptive survey research design was adopted for the study. A total of 469 respondents employed in 16 different countries participated in the survey. Data were collected using a questionnaire and analysed using multiple regression analyses. The results indicated that followers' perception of what ethical leadership entails has an important role in establishing a more trusted relationship between leaders and followers. The more leaders act in ways followers feel is the appropriate ethical leader behavior, the more that leader will be trusted. Thus, the relationship between ethical leader behaviours and trust is influenced by the congruence of desired and observed leader behavior.

The study by Van den Akker, Heres, Lasthuizen and Six is related to the current study as both studies dealt with ethical leadership behaviours of leaders as perceived by their followers. Both studies are also related in instrument for data collection using a questionnaire for data collection. The disparity between both studies lie on the area of the study, research design and method of data analysis. The reviewed study was carried out in

Netherlands using a descriptive survey research design and multiple regression analysis in analyzing data, while the present study was carried out in Anambra state, Nigeria, using correlational survey research design and Pearson's correlation for analyzing data.

Becerra (2010), conducted a study to explore the educational praxis of ethical school leaders in Chile. A multiple case study design was employed to gain insight into the feelings, beliefs and thoughts of ethical school leaders in Chile regarding their educational experiences. A semi-structured interviews was used to collect data form eight identified ethical school leaders. Data collected for the study were analysed using qualitative data analysis. The findings of the study showed that six main themes that reflect the experience of being ethical as a school leader in Chile were identified and included: holding personal and professional ethics as inseparable; “consistently” inspiring practice; valuing others; sustaining a humane view of education; being sensitive to the complex local context; and leading as serving. The findings provide key elements of ethical leadership within a Chilean school context that can influence current and future school leaders' practices and professional development.

The study by Becerra is related to the present study because both studies focused on ethical leadership and used a questionnaire for data collection. Both studies however, differ in the area of study, research design and method of data analysis. The study by Becerra was carried out in Chile using a multiple case study design. The study also made use of qualitative data analysis to analysed data gathered using semi-structured interview. The present study was carried out in Anambra state Nigeria, using a correlational survey design and Pearson's correlation to analysed data collected using questionnaires.

In a study by Piccolo, Greenbaum, Den Hartog, & Folger (2010), in which they examined the relationship between ethical leadership and core job characteristics in United States. One hundred seventy four junior- and senior-level undergraduate students and 107 masters of business administration students from a large southeastern university in the United States were invited to participate in this study. The study adopted a descriptive survey research design and used questionnaire for data collection. Data collected for the study were analysed using mean, standard deviation and correlation. The findings of the study showed that support for a model in which the positive effect of ethical leadership on follower effort

was mediated by task significance. By allowing employees voice in organizational decisions, using rewards to encourage ethical behavior, and injecting ethical values in regular business activity, ethical leaders enrich the autonomy and significance of work. This sense of task significance then translates into extra effort and higher levels of the task and citizenship aspects of job performance.

The study by Piccolo, Greenbaum, Den Hartog, & Folger is related to the present study because both studies focused on ethical leadership behaviours. Both studies also made use of questionnaire for data collection. Both studies however differed in area of the study, research design and method of data analysis. The reviewed study was conducted in America and adopted descriptive survey research design. The study also made use of mean and standard deviation for data analysis. The present study was carried out in Anambra state, Nigeria, using a correlational research design and made use of Pearson's correlation for data analysis.

The purpose of the study by Al-Sharifi and Altanneh (2011), was to find out the degree of practicing ethical leadership by private secondary school principals in Al- Sharjah Emirate in United Arab Emirates and the degree of empowering teachers, and the relationship between them. The study adopted

a correlational survey research design. The sample consisted of 200 male and female teachers, in private secondary schools, drawn using stratified random sample method. Two instrument were used to collect data, the first was to measure the degree of practicing ethical leadership by principals, and the second was to measure the degree of teachers' empowerment. Mean, standard deviations and Pearson correlation coefficient were used to analyse data. The finding showed that: The degree of practicing ethical leadership by principals from teachers' point of view was medium. The degree of teachers' empowerment in general, and for each of the six areas, as perceived by teachers themselves were medium too. There was a significant positive relationship between the degree of practicing ethical leadership by principals, and the degree of teachers' empowerment. Among the recommendations were: conducting training courses in educational leadership with emphasis on ethical leadership and delegating teachers some authorities, to reinforce trust with them, and to empower them performing their tasks effectively.

This study is related to the present study in terms of research design, respondents, instrument for data collection and method of data analysis. Both studies made use of correlational research design using teachers as

respondents. Both studies also made use of a questionnaires for data collection and Pearson's correlation for data analysis. The difference lies in purpose and area of the study. The study by Al-Sharifi and Altanneh determined the degree of practicing ethical leadership by principals and the degree of teachers' empowerment in United Arab Emirates using a sample of 200 teachers. The current study however, determined teachers' perception of principals' ethical leadership behaviours as correlate of teachers' commitment in secondary schools in Anambra state Nigeria, using a sample of 672 teachers.

Pucic (2011), investigated ethical leadership in the employment relationship: evidence from three Canadian survey. A correlational survey was adopted for the study and a sample size 1,266 respondents was used. A questionnaire was adopted for data collection. Data collected were analysed using multiple regression analysis. Key results and measures were replicated utilizing confirmatory factor analytic techniques. The findings of the study indicated that a follower's rank was positively associated with perceptions of ethical leadership of the immediate supervisor. Perceptions of ethical leadership were moderated by the type and level of follower ethical predispositions in boundary-spanning positions. Ethical leadership functioned as a partial

mediator transmitting the effect of follower rank onto the workplace outcomes of follower affective commitment, organizational fairness climate, and career satisfaction.

The relationship between the reviewed study and the present study is that both studies adopted a correlational survey research design and used a questionnaire for data collection. Both studies however, are different in the area of the study and method of data analysis. The reviewed study was carried out in Canada and used regression analysis to analyse data generated for the study, the present study was carried out in Anambra state using Pearson's correlation for data analysis.

The aim of the study by Cemaloğlu and Kılınç (2012) was to determine the relationships between the level of ethical leadership behaviors of school principals and the level of organizational trust and mobbing in primary schools. The study adopted descriptive survey research design. The population consisted of 2131 teachers working in public primary schools of Ministry of National Education in Kastamonu, Turkey. "The Ethical Leadership Scale", "Organizational Trust Scale" and "Negative Acts Questionnaire" were used to collect data for the study. Data collected by the study were analysed using mean and standard deviation. The findings of the

study showed that the perceptions of teachers about subscales of ethical leadership were at medium level. Primary school teachers perceived “trust to principal” and “communication environment” subscales of organizational trust positively, however, they had medium level of perception on “openness to changes” and “sensitivity to workers” subscales of organizational trust. Results also showed that teachers were sometimes subject to negative acts stemming from their duty and social relations. In addition, ethical leadership behaviors have positive and significant effects on organization trust and negative and significant effects on mobbing. School principals should be aware of ethical principles, understand and practice them. The study recommends that educational programs in which school principals learn more about ethical principles should be prepared.

The reviewed study is related to the present study because both studies focused on ethical leadership behaviour of school leaders and used a questionnaire for data collection. Both studies however, differ in the area of study, research design and method of data analysis. The reviewed study was carried out in turkey using a descriptive survey research design. The study also used mean and standard deviation for data analysis. The present study

was carried out in Anambra state Nigeria, using a correlational survey design and Pearson's correlation for data analysis.

Othman & Wanlabeh (2012) investigated teachers' perspectives on ethical leadership practices and motivation in Islamic private schools in Southern Thailand. A descriptive survey research design was employed by the study. A questionnaire was used to collect data from teachers in six selected Islamic private schools in Songkhla. Data collect from the study were analyzed using mean and standard deviation. Results indicated that teachers' motivation is significantly related to principals' transformational leadership practices, as perceived by teachers. It was found that though teachers perceive their principals exhibited transformational leadership more frequently than transactional leadership, the principals are viewed to display more idealized influence and inspirational motivation rather than individual consideration and intellectual stimulation practices. The study recommends that to strengthen teachers' motivation in schools, they should exhibit the individual consideration (IC) and intellectual stimulation practices more frequently.

The reviewed study is related to the present study because both studies dealt on ethical leadership. Both studies are also related in terms of instrument for data collection as both studies made use of a questionnaire for data

collection. The area of difference between both studies lies in the area of the study, research design and method of data analysis. The reviewed study was conducted in Thailand using a descriptive survey research design and Mean for data analysis. The present study was carried out in Anambra state, Nigeria using correlational research design and Pearson's correlation and regression for data analysis.

Vogel, (2012) carried out a study on leading with hearts and minds: ethical orientations of educational leadership. A descriptive survey research design was employed by the study. The sample consisted 47 doctoral students. Data was collected using a coded questionnaire and analysed using a NVIVO7 software. The findings of the study showed that the respondents concentrated on what their decisions and actions would result in, particularly for those to whom they were responsible (students and teachers). Of the 90 open codes identified, 68 (or 76%) were focused on the outcomes of their behaviours. Such codes as "passion" referred to the desire to generate passion in students for learning. Twenty-two of the identified open codes referred to deontological views of behaviours as inherently good and desirable, such as acting calmly or with humility, integrity, objectivity, or kindness. These responses tended to focus on the individual's behaviour, but often in relation to how that behaviour would impact others.

The study by Vogel is related to the present study because both studies focused on ethical leadership. Both studies are also related in terms of instrument for data collection as both studies made use of questionnaire for data collection. The difference between both studies lie in the area of study, research design and method of data analysis. The study by Vogel was carried out in Greeley, Colorado, USA, using a descriptive survey research design and analysed data using NVIVO7 software. The present study however, was carried out in Anambra state, Nigeria, using a correlational survey research design and used person's correlation for data analysis.

Conrad (2013), investigated ethical leadership in Kazakhstan: An exploratory study that measured ethical leadership perceptions. Ethical leadership ratings from 103 Kazakhstani employees were used to determine how they perceived their managers in terms of being moral people and moral managers. The study adopted a descriptive survey research design using a questionnaire for data collection. The sample was composed of 103 full-time employees from two international companies — 67 from a bank and 36 from a fast-moving-consumer-goods company (FMCG). The sample was 68% (n = 70) female and 32% (n = 33) male. Data was sought from a total of 91 bank employees (74% response rate) and from 52 FMCG employees (69%

response rate). Data collect from the study were analyzed using mean and standard deviation and t-test. Results indicated that managers are perceived as relatively weaker moral managers as compared to moral persons. Holding employees accountable for their actions is the lowest rated aspect of the moral manager.

The study by Conrad (2013) is related to the present study because both studies focused on ethical leadership and used a questionnaire for data collection. Both studies however, differ in the area of study, sample size, research design, respondent and method of data analysis. The study by Conard was carried out in Kazakhstan on a sample of 103 company employees, using a descriptive survey research design. The study also used mean, standard deviation and t-test for data analysis. The present study was carried out in Anambra state Nigeria, on a sample of 672 teachers, using a correlational survey design and Pearson's correlation for data analysis.

A study by Güzel and Ayazlar (2014), examined the relationship among organizational ethical behavior of employees in hotel establishments, the dimensions of the perception of organizational support, and job quit intention in Turkey. A correlational survey research design was employed for the study. The sample was 167 respondents and a questionnaires was

used to obtained data from the four- and five-star hotel establishments in Didim region. Data obtained for the study were analysed using regression analysis. Although there was no relationship between deviance behavior and the perception of organizational support in the study, it was determined that adjustment support led to the displaying of interpersonal and organizational deviance behaviors and quitting and that organizational and interpersonal deviance behaviors as well as the general deviance behavior also had an effect on quitting.

The reviewed study is related to the present study in that both studies adopted a correlational survey research design and made use of questionnaires for data collection. In terms of differences, both studies differed in area of the study method of data analysis. The reviewed study made was conducted in Turkey and analyzed data using regression analysis. The present study however, was carried out in Anambra state and made use of Pearson's correlations in analyzing data for the study.

Another study by Crosley (2014), on the relationship between ethical leadership and organizational climate of innovation. The purpose of this study was to explore the possible link between ethical leadership and innovation climate, along with its five dimensions. Four hundred and

eighteen participants who work in a variety of industries and occupations participated in the study. Of this number, 359 participants were online panelists of an online research company, and 59 were students and instructors in Bachelor and Masters level courses at three Oregon universities. The former completed the questionnaire over the Internet, and the latter completed hard copies of the questionnaire in the classroom. A 5-point Likert score questionnaire was used in the study; it encompassed the ten statements in the Ethical Leadership Scale (ELS) and the 61 statements in the Siegel Scale of Support for Innovation (SSSI). Data obtained from the study was analyzed using two correlation data analysis methods: the Pearson Product-Moment Correlation Coefficient and Spearman Correlation Coefficient. The results showed significant positive correlations between ethical leadership and innovation climate and ethical leadership and each of the five dimensions: continuous development, ownership, normal for diversity, leadership, and consistency.

This study is related to the present study because both studies dealt on ethical leadership. Both studies are also related in terms of instrument for data collection and method of data analysis by making use of a questionnaire for data collection and Pearson's correlation for data analysis. The area of

difference between both studies lies in the purpose of the study, and respondents. The study by Crosley (2014), explored the possible link between ethical leadership and innovation climate, along with its five dimensions, using online panelists, students and instructors. The present study determined the correlation between teachers' perception of principals' ethical leadership behaviours and teachers' commitment in secondary schools in Anambra State.

In a recent study carried out by Toytok, and Kapusuzoglu (2015), to examine the influence of school managers' ethical leadership behaviours on organizational culture: teachers' perceptions. A descriptive survey design was adopted for the study. Study participants were 3302 teachers who served in 323 schools in the city of Duzce in Turkey and its districts during the 2013–2014 school year. Data were collected using a questionnaire and the analysis of data was done using regression analysis. According to the findings, teachers perceived their managers' ethical leadership behaviours at high levels.

This study related to the current study as it dealt with ethical leadership behaviour which is also a focus of the present study. Both studies are also related because they adopted a questionnaire for collecting data. The

disparity between both studies lies on the research design, sample size and method of data analysis. The earlier study adopted a descriptive survey research design, using a sample of 3,302 teachers and made use of regression analysis in analyzing data for the study. The present study adopted a correlational survey research design using a sample of 672 teachers and made use of Pearson's correlation for analyzing data.

In another recent study by Katranci, Sungu and Saglam (2015), on teachers' perceptions about the school principals' ethical leadership behaviours in Yozgat Turkey. The aim of this study was to investigate vocational high school teachers' perceptions about their principals' ethical leadership behaviours. The study was conducted using the descriptive survey research design and it was limited with the teachers who worked at vocational and technical schools located in the center of Yozgat. It was aimed to reach all the teachers in the target population so no sample was taken by the study. Based on the aim of the study, 250 teachers working at vocational high schools in Yozgat were reached and they were given copies of the questionnaire. Of the 250 copies of the questionnaires distributed, 225 were returned and 207 which were appropriately responded were analyzed. The return rate of the surveys was high (82.8%). Ethical Leadership Scale which

was developed by Turhan (2007) was used to investigate teachers' perceptions about their principals' ethical leadership behaviours. The data gathered with the Ethical Leadership Scale was analyzed with SPSS (Version 20). Percentages and frequencies were used to analyze demographic variables. To describe school principals' ethical leadership behaviours, mean and standard deviation were used. According to the findings of the study, teachers' perceptions about their principals' ethical leadership behaviours showed that teachers agreed that the school principals often performed ethical leadership behaviours and the teachers' perceptions on this issue could be regarded as positive.

The relationship between the study by Katranci, Sungu and Saglam and the current study is in terms of purpose, category of respondents and instrument for data collection. Both studies focused on principals' ethical leadership behaviours using teachers as respondents and questionnaire for data collection. However, both studies differed in terms of area of study, research design, sample size and method of data analysis. While the study by Katranci, Sungu and Saglam (2015) was carried out Turkey by adopting a descriptive survey research design, on a sample of 250 teachers. It also made use of mean and standard deviation to analyze data. The present study was

carried out in Anambra state Nigeria, using a correlational survey research design. It was carried out on a sample of 672 teachers and made use of Pearson's correlation for data analysis.

A study was carried out by Bağrıyanık and Can (2017), on the relationship between teachers' perception of ethical leadership, organizational justice and organizational cynicism. Participants of the study were teachers who were chosen randomly by using simple random sampling method and 386 teachers made up the sample. Data were gathered by using "Ethical Leadership Scale", "Organizational Justice Scale" and "Organizational Cynicism Scale". Data were analyzed using regression analysis. The study shows that there is a positive and significant relation between teachers' ethical leadership perception and organizational justice. However, ethical leadership and organizational justice have a negative significant relationship. Results also show that the relation between all sub dimensions is significant. Ethical leadership and organizational justice are predictors of the organizational cynicism.

The reviewed study is related to the present study in that both studies are on ethical leadership, both studies also made use of teachers as respondents and questionnaires for data collection. In terms of differences, both studies

differed in sampling technique, sample size and method of data analysis. The study by Bağrıyanık and Can (2017), made use of random sampling technique in selecting the 386 teachers who participated in the study and analyzed data using regression analysis. The present study however, focused on determining the correlations between principals' ethical leadership and teachers' commitment and drew a sample of 672 teachers using different sampling techniques at different stages. The present study made use of Pearson's correlations in analyzing data for the study.

Erani and Özblen (2017), examined the relationship between school principals' ethical leadership behaviours and positive climate practices. The research population consisted of 983,423 teachers while the sample consisted of 383 teachers. This study adopted a correlational research design. Data was collected by using "Ethical leadership" and "Organizational climate" scales. Data analysis were done using Kolmogorov Smirnov and Levene test, assumption of normality, which is primary criterion of parametric statistical techniques and non-parametric techniques (Mann-Whitney U Test and Kruskal-Wallis Test). The results of the study suggested that according to their perceptions, teachers respond to the ethical leadership levels of the school principals at the level of "I disagree" and to the positive

climate practices at the level of “I partially agree”. It was also established that female teachers found principals’ ethical leadership levels and positive climate practices higher than male teachers. The principals’ ethical leadership behaviours and positive climate practices did not show a significant difference in teachers’ seniority, age and years working with principal. The study concluded that for positive climate practice is important in school to raise the levels of ethical leadership behaviour of school principals. This may influence both the academic and social achievement of the students and behaviour of the teachers.

The relationship between this study and the current study is that both studies examined school principals’ ethical leadership behaviours using a correlational research design and a questionnaire for data collection. Both studies however differed in population, sample size and method of data analysis. The earlier study has 983,423 teachers as population while the sample consisted of 383 teachers. It also used Mann-Whitney U Test and Kruskal-Wallis Test for data analysis. The present study had a population of 6,382 teachers and a sample of 672 teachers. The study also made use of Pearson’s correlation for data analysis.

A correlational study was carried out by Agha, Nwekpa and Eze (2017), on the impact of ethical leadership on employee commitment in Nigeria: A Study of Innoson Technical and Industrial Company Limited Enugu, Nigeria. The study adopted a correlation research design. Data were collected through five point likert scale questionnaire administered on staff and customers of the studied company. Data collected for the study were analysed using regression analysis. The findings revealed that there is a strong positive and significant impact of integrity on continuance commitment of Innoson Technical and Industrial Company Limited Enugu and that there is a strong positive and significant impact of equal treatment on affective commitment of Innoson Technical and Industrial Company Limited Enugu. The implication of this result is that appropriate ethical leadership contributes to performance of the employees, to strive to larger market share and that ethical leadership has increased the level of employee commitment among staff of the company. Based on the findings, the study recommends, among other things, that organizations should adopt ethical leadership that matches every situation and employees should get the best out of employee's integrity. This is because, integrity was found to negatively impact on continuance commitment.

The relationship between the reviewed study and the present study is that both studies focused on school principals' ethical leadership behaviours and employee commitment. Both studies also adopted a correlational research design and used a questionnaire for data collection. Both studies however differed in the method of data analysis. The reviewed study used regression analysis to analyse data generated for the study, while the present study made use of Pearson's correlation for data analysis. The reviewed study was conducted in an industry while the present study was carried out in the school system.

Lastly, Sofia, Ahmad, & Djumilah, (2017) conducted a study to examine the role of tenure to strengthen moral person and managers toward affective commitment of employees in organizations in the government institutions of Malang Regency, Indonesia. The study adopted a correlational research design on a sample for the study was 55 people. A questionnaire which consisted of 18 statements was used to collect data for the study. Furthermore, data collected for the study were analyzed using multiple regression analysis. The results showed that moral person had a significant positive effect on affective commitment, whereas moral manager had no significant effect on affective commitment, and the tenure did not moderate

(neither strengthen nor weaken) the effect of moral person and moral manager toward affective commitment of employees.

The reviewed study is related to the present study because both studies adopted a correlational research design and used a questionnaire for data collection. Both studies however differed in area of the study and method of data analysis. The reviewed study was carried out in Indonesia and used regression analysis to analyse data generated for the study. However, the present study was carried out in Anambra state, Nigeria and used Pearson's correlation for data analysis.

Studies on Employee Commitment

In a study by Tok (2004) which determined the job satisfaction and organizational commitment levels of civil servant, contracted, and paid teachers working at elementary schools in Turkey. The study employed a descriptive survey research design. The population of the study covers paid, contracted, and civil servant teachers working at elementary schools in the city of Hatay, Turkey. The sample was made up of 253 teachers out of which 58 are paid, 76 are contracted, and 119 are civil servants. The study made use of an assessment instrument made up of two scales. The Job Satisfaction Questionnaire devised by Balcı (1985) was used to determine

the JS levels of teachers, while the Organizational Commitment Questionnaire devised by Meyer and Allen (1990) was used to determine teachers' Organizational Commitment levels. One way ANOVA and Pearson's correlation analysis were used for data analysis. The results revealed that the teachers' JS levels are "medium" while their Organizational Commitment levels are "high." The group with the highest Job Satisfaction and Organizational Commitment levels is the paid teachers, while contracted teachers have the lowest levels. It was also observed that the teachers' Continuance Commitment levels were "medium" and Affective Commitment levels were "very high" among the Organizational Commitment factors, and there is no significant difference among the groups. The study recommended that teachers' economic situations should be made better, specifically paid teachers, and their salaries and other payments should be paid on time.

This study by Tok (2004), is related to the present study in terms of instrument for data collection and method of data analysis. Both studies made use of a questionnaire as instrument for data collection and Pearson's correlation analysis for analyzing data. The differences between both studies are in area of study, research design and sample size. Tok (2004) determined

the job satisfaction and organizational commitment levels of civil servant in Turkey, using a descriptive survey research design and a sample of 253 teachers while the present study determined the correlation between teachers' perception of principals' ethical leadership behaviours and teachers' commitment in Anambra state Nigeria using a correlational survey research design and a sample of 627 teachers as respondents.

Tella, Ayeni & Popoola (2007) conducted a study on the impact of 'motivation, job satisfaction, and organizational commitment of library personnel in academic and research libraries in Oyo state, Nigeria using descriptive survey design. The sample size was 200, and a modified questionnaire tagged 'work motivation, job satisfaction, and commitment scale (MWJSS)' was used for data collection. In analyzing the data, Pearson's correlation and t-test were used. The findings revealed that a correlation exists between perceived motivation, job satisfaction, and commitment. It further showed that differences exist in the job satisfaction of library personnel in academic and research libraries, and that no relation exists in the organizational commitment of library personnel based on their years of experience.

The study by Tella, Ayeni & Popoola (2007) is related to the present study because both studies were on commitment. Both studies are also related in terms of instrument for data collection and method of data analysis. This is because both studies made use of questionnaire for data collection and Pearson's correlation for data analysis. Both studies however, differed in area of study and sample size. The study by Tella, Ayeni & Popoola (2007) was carried out to determine the impact of motivation, job satisfaction, and organizational commitment of library personnel in academic and research libraries in Oyo state, using a sample of 200 respondents. The presents study determined the correlation between teachers' perception of principals' ethical leadership behaviours and teachers' commitment in secondary schools in Anambra state, using a sample of 672 teachers.

Abdul-Rahim (2009), investigated the level of secondary English language teachers' commitment toward their work in public schools and its relation to several variables (gender, qualification, school climate, administration type, marital status, years of teaching experience, age and salary), on the other hand, the relation between teachers' commitment and their students' academic achievement. The study adopted a descriptive survey research design. The population of the study consisted of all secondary English

language teachers in Tulkarm District in 2003-2004 session. The sample of the study consisted of 39 teachers (23 males and 16 females). The Organizational Commitment questionnaire, was adopted for this study to measure the level of teachers' organizational commitment. The data was analysed using mean and percentages. The major results of the study showed that English language teachers' commitment achieved a high degree, with a mean of (3.63) and percentage of (72.6). Commitment to teaching work domain achieve the first rank, commitment to work group achieved the second rank, and commitment to teaching occupation achieved the third rank, while commitment to school achieved the fourth rank. There was a significant relation at ($\alpha=0.05$) between teachers' commitment and students' achievement.

The reviewed study relates to the present study because both studies used a questionnaire for data collection. The differences lies in research design, sample size and method of data analysis. The reviewed study adopted a descriptive survey research design, using a sample of 39 teachers and mean and percentages for data analysis. The present study however adopted a correlational survey research design, using a sample of 672 teachers and Pearson's correlation analysis for analysing data.

A study by Ghamrawi, (2011) explores the concept of trust as a context for the establishment of teacher leadership and commitment. The study employed a correlational design and involved 21 teachers, 21 subject leaders and 9 principals belonging to three private K—12 schools in Beirut, Lebanon. Data were collected through semi-structured interviews and questionnaire and analysed using Pearson's correlation. The findings of the study indicated that there is a significant relationship between leaders trust, distribution of the power and organizational commitment.

The study by Ghamrawi is related to the present study in terms of research design, instrument for data collection and method of data analysis. This is because both studies adopted a correlational research design and made use of a questionnaire for data collection and Pearson's correlation for data analysis. The difference between both studies is in the area of the study. The earlier study was carried out in Beirut, Lebanon using teachers, subject leaders and principals. The present study however was carried out in Anambra state Nigeria using only teachers as respondents.

In 2012, Potter carried out a study on the relationship between educators' organizational commitment, job satisfaction, and administrators' gender in Tennessee middle schools. Job satisfaction and organizational commitment

was measured by a questionnaire titled: Tennessee Teaching, Empowering, Leading and Learning (TELL) Survey which was administered online and completed by Tennessee teachers voluntarily and anonymously. The study adopted a correlational survey research design. A stratified random sampling technique was used to sample 170 respondents (female, $n = 85$; male, $n = 85$) out of the population of 5,822 teachers. Schools where the principal had been in position for less than three years were excluded. A multivariate analysis of variance (MANOVA) was used to analyze the association between the dependent variable, job satisfaction, based on the independent variable, administrators' gender. Pearson's chi-square analysis was used to analyze the relationship between administrators' gender and teachers' organizational commitment plans in education. The findings indicated a significant relationship between teachers' commitment plans in education and the gender of the building administrator.

The only relationship that can be drawn between the present study and that of Potter is in research design and instrument for data collection. Both studies adopted a correlational survey research design and used a questionnaire for data collection. Regarding the differences, both studies differed in terms of population, sample size and method of data analysis.

The study by Potter was carried out on a sample 170 teachers from a population of 5,822 and used MANOVA and Pearson's chi-square for data analysis. The present study however drew a sample of 672 teachers out of a population of 6,382 and made use of Pearson's correlation for analyzing data.

Murphy (2013), examined the relationship between teacher efficacy and organizational commitment of special education teachers. The study adopted a correlational design. A sample of 168 of current special education teachers from across the state of Massachusetts participated in the web based survey. Data for the study was gathered using a questionnaire. Pearson's correlation was used in answering the research questions and p-value was used to determine the significance of the correlation. The findings indicated that no significant correlation exists between teacher efficacy and organizational commitment of special education teachers in Massachusetts.

The study by Murphy is related to the present study in terms of research design, instrument for data collection and method of data analysis. This is because both studies adopted a correlational design, using a questionnaire for data collection and Pearson's correlation for data analysis and p-value to determine the significance of the correlation. The differences between both

studies lies in the sample size. The study by Murphy examined the relationship between teacher efficacy and organizational commitment using a sample of 168 special education teachers, the present study determined the correlation between teachers' perception of principals' ethical leadership behaviours and teachers' commitment, using a sample of 672 teachers.

Nguyen, (2013) Carried out a study on the influence of distributed leadership on teacher organisational commitment in Vietnam. A correlational research design was employed by the study using a questionnaire in form of a Likert-scale. The sample consisted of 94 teachers in three secondary schools. Data analysis was done using regression analysis. The study found a significant correlation between the respondents' perceptions of leadership distribution and their organisational commitment. Of the four independent variables examined, teacher commitment was highly correlated with and more likely to be influenced by Team leadership and Participative decision-making.

The reviewed study is related to the present study in terms of research design and instrument for data collection. This is because both studies adopted a correlational research design and made use of a questionnaire for data collection. The disparity between both studies was in the area of the study,

sample size and method of data analysis. The reviewed study was carried out in Vietnam, using a sample of 94 teachers and regression analysis for analysing data, the present study however was carried out in Anambra state Nigeria, on a sample of 672 teachers and made use of Parsons's correlation for data analysis.

Sabri, Ilyas and Amjad (2013), investigated the impact of organizational culture on commitment of teachers in private sector of higher education. A survey research design was adopted for the study using 411 faculty members in higher education private institutes of Punjab, Pakistan. Organizational commitment questionnaire having three subscales including continuance, affective and normative commitment (Myers & Allen, 1988) and organizational culture questionnaire (Yang, 2003) were used for data collection. Data collected were analyzed using multiple regression analysis. The findings of the study indicated a significant positive impact of the three aspects of the organizational culture on commitment of teaching faculty. The study suggested that low level of normative commitment weakens the overall organizational commitment of teachers.

The only relationship between the reviewed study and the present study in terms of instrument for data collection. Both studies made used of a

questionnaire for data collection. Both studies differed in area of the study, sample size, and method of data analysis. The reviewed study investigated the impact of organizational culture on commitment of teachers in private higher education in Pakistan with a sample of 411, using multiple regression for data analysis. The present study on its own part determined the correlation between teachers' perception of principals' ethical leadership behaviours and teachers' commitment in Anambra state Nigeria, using a sample of 672 teachers and Pearson's correlation for data analysis.

In a study carried out by Garipağaoğlu (2013), to investigate the level of organizational commitment of private school teachers in Turkey. The study adopted a descriptive survey research design. A total 146 teachers from one of the largest school chains in Turkey participated in the study. Teachers working in the different schools of the selected school chain participated in the study. The TCM (Three-Component Model) Employee Commitment Survey which was developed and validated by Meyer, Allen, and Smith (1993) was translated into Turkish by the researcher and employed as the data collection instrument. Data collected for the study was analyzed using mean, standard deviation and one way ANOVA test. The findings of the study demonstrated that teachers' commitment towards their school was

only at average. Teachers scored lowest on the normative commitment sub-scale while they scored highest on the continuance commitment sub-scale, indicating that teachers' commitment towards their school mostly derives from the costs associated with leaving the organization. According to the results of the study, teachers' commitment to their organizations did not differ by gender, age or total work experience.

The reviewed study is related to the present study in that both studies focused on organizational commitment of teachers. Both studies are also related in terms of instrument for data collection using questionnaire for data collection. The differences between both studies lies in the area of the study, research design, sample size and method of data analysis. The study by Garipağaoğlu, was carried out in Turkey using a descriptive survey research design on a sample of 146 teachers and analyzed data using mean, standard deviation and one way ANOVA test. The current study was carried out in Anambra state Nigeria, on a sample of 672 teachers using a correlational survey research design and analyzed data using Pearson's correlation.

In a recent study, Khan, (2015), investigated the organizational commitment among public and private school teachers in India. A descriptive research design was employed by the study. Data was collected from 150 school

teachers, including 75 each from public and private schools through random sampling technique. Organizational Commitment Scale developed by Shawkat and Ansari (2001) was used for data collection. Analyses of the data were done using mean, standard deviation and t-test. Results revealed a significant difference between organizational commitment of public and private school teachers. It was also found that private school teachers experienced more commitment as compared to the public school teachers.

The reviewed study is related to the present study because both studies focused on teachers' commitment, both studies also used a questionnaire for data collection. In terms of differences, both studies differed in area of the study, research design, sample size and method of data analysis. The reviewed study was carried out in India using a descriptive survey design, a sample of 150 teachers and for data analysis, the study made use of mean and standard deviation. The present study however, was carried out in Anambra state Nigeria, and adopted a correlational survey research design. The study also made use of Pearson's correlation for data analysis.

Ebuenga-Amora (2016), determined the interrelationship of teachers' organizational commitment, teaching efficacy belief, performance level and their pupils' attitudes towards Mathematics. The correlational survey method

was adopted for the study. The sample was made up of 377 pupils and 45 Mathematics teachers drawn from Division of Dasmariñas. Also, Likert Scale questionnaire adapted from Copia (2012) and Paragsa (2014) were used for data collection. Data for the study were analyzed using mean, standard deviation and person's correlation. The study revealed that a great relationship was found between teachers' organizational commitment and their performance level, the study also found a significant relationship between teachers' level of performance and their pupils' attitude towards mathematics.

The relationship between the study by Ebuenga-Amora and the present study is that both studies adopted a correlational survey research design and used questionnaire for data collection. Both studies also used Pearson's correlation for data analysis. The disparity between both studies are in relation to purpose and sample size. The study by Ebuenga-Amora determined the interrelationship of teachers' organizational commitment, teaching efficacy belief, performance level and their pupils' attitudes towards Mathematics, using a sample of 422 respondents made up of teachers and pupils. The present study determined the correlation between

teachers' perception of principals' ethical leadership behaviours and teachers' commitment using 672 teachers as respondents.

Studies on the Relationship between Ethical Leadership Behaviour and Teachers' Commitment

A few empirical studies have been carried out by researchers in Malaysia, Nigeria and Iran on the relationship between ethical leadership and commitment. These studies are reviewed below.

Ismail (2014), carried out a study on the Influence of ethical leadership towards organizational commitment in schools in Malaysia. The study employed a descriptive survey design using a questionnaire to collect information required from teachers of secondary schools in Kedah state (peninsular Malaysia). Sample consisted of 324 secondary school teachers in the Kedah state. Samples were selected by using random sampling technique. Data were analyzed using percentage, mean and standard deviation. Multiple regression analysis was used to identify the aspects of ethical leadership as predictors of the organizational commitment in schools. The finding suggests that ethical leadership positively and significantly influenced organizational commitment in school.

The study by Ismail (2014), relates to the present study as both studies focused on ethical leadership and commitment and used a questionnaire for data collection. The differences between both studies are in area of the study, research design, sample size and method of data analysis. The study by Ismail was carried out in Malaysia, adopting a descriptive survey design. The study was carried out on a sample of 324 teachers and analyzed data using percentage, mean, standard deviation and multiple regression analysis. The present study was carried out in Anambra state Nigeria and adopted a correlational survey research design on a sample of 627 teacher. Analyses of data was done using Pearson's correlation analysis.

Ezeugbor, (2015), examined the influence of principals' ethical leadership behaviours on teachers' level of commitment in secondary schools in Anambra state, Nigeria. The study adopted a descriptive survey design. Two research questions guided the study and two null hypotheses tested at 0.05 level of significance, were formulated for the study. The population of the study consisted of 6,203 teachers (993 males and 5210 females) from the 256 secondary schools in Anambra State. The sample for the study consisted of 1,290 (645 males, 645 females) teachers chosen through simple random sampling. In each of the zones, 30% of the schools were sampled for the

study (43 schools). In each of the schools, 15 males and 15 females were sampled, making a total of 1290 teachers. Data was collected using a 36-item questionnaire grouped into the four ethical leadership scales of communicative ethics, climatic ethics, ethics in decision making and behavioural ethics. The instrument was validated by three experts. For the reliability of the instrument, a co-efficient value of 0.85 was obtained and was considered high enough for the study. Mean and standard deviation were used in answering the research questions. The t-test was adopted in testing the hypotheses at 0.05 level of significance. The findings revealed that the items in the four sub-scales of ethical leadership are the school principals' ethical leadership behaviours. Equally, principals' ethical leadership behaviours influence teachers' commitment very highly. It was thus recommended that the government agencies should consistently encourage principals to always live within the confines of ethical behaviours.

The study by Ezeugbor is related to the present study in the area of the study, respondents and instrument for data collection. The study by Ezeugbor was carried out in Anambra state with teachers as respondents and used questionnaire for data collection. The present study was also carried out

in Anambra state using teachers as respondents and made use of questionnaire for data collection. The disparity in both studies is in relation to research design, sampling technique, sample size and method of data analysis. The study by Ezeugbor adopted a descriptive survey research design, it used a random sampling technique to draw a sample of 1,290 teachers and used mean, standard deviation and t-test for data analysis. The present study however adopted a correlational survey research design, and sampled 672 teachers using different sampling techniques at different stages. The present study also analysed data using Pearson's correlation and p-value was used to determine the significance of the correlation.

In Iran, a study by Eslamieh and Davoudi (2016), examined the relationship between managers' ethical leadership style with teachers' organizational commitment and job burnout. The study was an applied and correlational survey design. Population included all teachers of guidance school in district four of Tehran which amounted 744 teachers of which 260 teachers (males=177 and females=83) were selected. Sampling method was stratified random sampling based on their gender. For collecting data, three questionnaires, namely job burnout (Maslach & Jackson, 1981), organizational commitment (Allen & Mayer, 1990), and ethical leadership

which was developed by the researchers were used for data collection. For analyzing the obtained data, the statistical methods of Kolmogorov–Smirnov test, Pearson correlation coefficient, and regression were used. The results showed that the managers' ethical leadership style had a positive relationship with the teachers' organizational commitment and a negative relationship with their burnout. Following this, the results of regression analysis indicated that 64.1 percent of the changes in teachers' organizational commitment and 48.3 percent of the changes in their burnout could be explained by the managers' ethical leadership style.

The reviewed study is related to the present study in terms of research design, instrument for data collection and method of data analyses. Both studies adopted a correlational survey research design, used a questionnaire for data collection and Pearson's correlation for data analysis. Both studies however differed in area of the study, sample size and in method of data analysis. The reviewed study was carried out in Iran, using a sample of 260 teachers and Kolmogorov–Smirnov test and regression for data analysis. The present study was carried out in Anambra state Nigeria using a sample of 672 teachers and used Pearson's correlation analysis for analyzing data and *p*-value for testing the significance of the correlation.

Summary of Review of Related Literature

The review of related literature covered conceptual framework, theoretical framework, theoretical studies and empirical studies. Under the conceptual framework, such concepts as principal, ethical leadership, behaviour and teachers' commitment were reviewed.

The theoretical framework for the study covered theories that have implications for the study. In this regard, the social learning theory and the social exchange theory were reviewed and linked to the study. The theoretical studies comprised theoretical positions of authors on ethical leadership behaviour and its dimensions, principals as ethical leaders, employee commitment and the relationship between ethical leadership behaviours and commitment.

Several studies on ethical leadership behaviour, employee commitment and on the relationship between ethical leadership behaviour and employee commitment were reviewed under the empirical studies. The reviewed studies underlined that ethical leadership behaviour has the capacity to influence variables such as organizational climate, teachers' empowerment and commitment. Few studies were found to have been done by researchers on the relationship between ethical leadership behaviour and teachers'

commitment in Malaysia (Ismail, 2014), Nigeria (Ezeugbor, 2015) and Iran (Eslamieh & Davoudi, 2016). However, none of these studies examined the relationship between the dimensions of ethical leadership behaviour and teachers' commitment. This creates a vacuum in literature which the present study aims to fill by determining the correlation between teachers' perception of principals' ethical leadership behaviours and teachers' commitment in secondary schools in Anambra state.

CHAPTER THREE

METHOD

In this chapter, the procedure adopted for the study were explained under the following sub-headings; research design, area of the study, population of the study, sample and sampling technique, instrument for data collection, validation of the Instrument, reliability of the instrument, method of data collection and method of data analysis.

Research Design

A correlational survey design was adopted for this study. The correlational survey research design according to Nworgu (2015) is one which seeks to establish what relationship exists between two or more variables. This design is appropriate since the current study ascertained the correlation between teachers' perception of principals' ethical leadership behaviours and teachers' commitment.

Area of the Study

The study was conducted in Anambra State. Anambra State is one of the five states in the South-East Geo political zone of Nigeria. It shares boundaries with Imo and Abia States to the south, Delta State to the west, Enugu State to the east, and Kogi State to the north. The people of Anambra State are

mainly traders, public servants, farmers, entrepreneurs and artisans. Their major language is Igbo. The state is made up of 21 local government areas. Public and private secondary schools in the state are distributed into the six education zones in the state, namely Aguata, Awka, Nnewi, Ogidi, Onitsha and Otuocha. There are a total of 257 public secondary schools in the six education zones. This is based on the data collected from Post-Primary Schools Services Commission (PPSSC) Awka as at March, 2018. These schools are managed by the Anambra State Post Primary Schools Services Commission (ASPPSSC) with headquarters in Awka, the State capital.

The choice of the area for the study was informed by the fact that the state has been recognized among the educationally advantaged states in Nigeria whose status needs to be maintained at all times. Furthermore, the government and people of the state have high value for education as reflected by a good number of federal and state governments and privately owned educational institutions in the state. However, a close observation of the secondary schools in Anambra state could convey a message of principals' probable weakness in maintaining a good level of leadership which is paramount for effective educational system, hence the choice of the state as area of the study.

Population of the Study

The population of the study consisted of all the 6,382 teachers in the state government owned secondary schools in the six education zones of the State. This comprised 830 teachers from Aguata, 1,694 teachers from Awka, 937 teachers from Nnewi, 989 teachers from Ogidi, 1,434 teachers from Onitsha and 498 teachers from Otuocho education zones respectively (See appendix D, page 151). Data were as collected from the Post-Primary Schools Services Commission (PPSSC), Awka, Anambra State as at March, 2018.

Sample and Sampling Technique

The sample for the study is 672 teachers in the 257 state owned secondary schools in Anambra State. The sample was drawn in stages. At the first stage, the schools were arranged in clusters under the already existing six education zones in the state, namely: Aguata zone with 47 schools, Awka zone with 61 schools, Nnewi zone with 51 schools, Ogidi zone with 40 schools, Onitsha zone with 32 schools and Otuocho zone with 26 schools. At the second stage, simple random sampling was used to sample 50% of the total number of schools in each of the six education zones, making a total number of 129 schools. The choice of 50% is to ensure that the sample is

representative enough by using half of the public secondary schools in each education zone in the state. The third stage entailed using simple random sampling to draw 20% of the teachers in each of the 129 schools that were sampled. This resulted to 672 teachers which is the sample for the study. (See appendix D, Page 151 for details).

Instrument for Data Collection

Two instruments titled: Ethical Leadership Scale (ELS) and Teachers' Commitment Scale (TCS) were used to collect data for the study. The ELS was adapted from Yilmaz (2006), which was originally made up 44 items in four clusters. The items were reduced to 43 items after validation and were as in the original instrument categorised into four sections A, B, C and D. Section A contained 15 items on communicative ethics, section B contained 11 items on climatic ethics, section C contained 9 items on ethics in decision making and section D contained 8 items on behavioural ethics. All the items were structured on a 4-point rating scale of Strongly Agree, Agree, Disagree and Strongly Disagree and weighted 4, 3, 2, and 1 respectively (See Appendix B, page 146).

The TCS was adapted from Allen, Meyer and Smith (1993), it was originally titled Three Component Commitment Model (TCM) and was made up of 18

items in three clusters. The 18 items were merged into one cluster and some of the items were restructured to suit the current study. All the items were structured on 4-point rating scale of Strongly Agree, Agree, Disagree and Strongly Disagree and weighted 4, 3, 2, and 1 (See appendix C, page 149).

Validation of the Instrument

The face validity of the instruments were determined by three experts. Two of the experts were from the Department of Educational Management and Policy while one expert was from the Department of Educational Foundations (Measurement and Evaluation Unit). These experts are all lecturers in the Faculty of Education, Nnamdi Azikiwe University. The experts were given the dissertation title, purpose of the study, scope, research questions and hypotheses as well as draft copies of the questionnaires. They scrutinized the instruments in terms of the title, relevance, item clarity, and suitability in covering the variables of the study. The experts made corrections such as removing duplicated items, rephrasing ambiguous items and aligning the specific leading statements for each of the sections of the instruments. The comments and suggestions made by the experts were integrated into the final edition of the instruments. Copies of

the validated instruments and reports of the validators are attached as appendix G, page 161.

Reliability of the Instrument

In order to establish the reliability of the instruments, copies of the instruments were trial-tested with 20 teachers in state government secondary schools in Enugu State. Enugu State was chosen for the test because the people of the state share similar language, occupation, and desire for education with people of Anambra State. Enugu State was also part of the old Anambra State before the creation of states in 1992, hence, both states have similar educational management structure.

The responses of the respondents were collated to determine the internal consistency of the items in each section of the instruments. This was done using Cronbach's alpha method. The reliability co-efficient for the four sections of the ELS were 0.75, 0.68, 0.71 and 0.74. The overall reliability index of the ELS was 0.72. For the TCS, a reliability coefficient of 0.84 was obtained for the instrument. These reliability coefficients were considered sufficient because they fall within the high and very high reliability indices as described by Creswell (2014) in that 0.00-0.20 is very low, 0.21- 0.40 is

Low; 0.41-0.60, Moderate, 0.61-0.80 is High while 0.81-1 is very high. (See Appendix E, page 152 for the reliability analysis).

Method of Data Collection

The researcher administered copies of the instruments directly on the respondents with the help of five research assistants who are secondary school teachers. Teachers were used because they can easily get copies of the questionnaires across to their fellow teachers and retrieve it as quickly as possible. The research assistants were briefed and instructed on how to distribute and collect copies of the questionnaires from the respondents. Before moving to the respondents, permission was sought from the principals of the sampled secondary schools. The researcher and the assistants administered copies of the questionnaires on the teachers at their various schools using direct administration and retrieval method. The completed copies were collected on the spot and follow up visits were made in cases where the respondents could not submit on the spot. The distribution and collection of the copies of the questionnaires lasted for two weeks. At the end of the exercise, 21 copies (3.13%) were either lost or not properly filled and could not be used for the analysis. Only 651 copies out of the 672 copies administered were properly filled and retrieved and thus were used

for data analysis. The return rate was approximately 96.88% of the sample which the researcher considered satisfactory for the study.

Method of Data Analysis

Pearson's Product Moment Correlation Coefficient was used to answer research questions one to four, while regression analysis was used to answer research question five. Pearson's product moment correlation is deemed ideal for ascertaining the extent of relationship between two or more variables (Nworgu, 2015). For the research questions one to four, the coefficient (r) and the size of the relationship was interpreted using the interpretation of a correlation coefficient by Best and Khan (2003) as follows;

<u>Coefficient (r)</u>	<u>Relationship</u>
.00 to .20	Negligible
.20 to .40	Low
.40 to .60	Moderate
.60 to .80	Substantial
.80 to 1.00	Very high

In answering research question five, Muijs' (2004) cited in Cohen, Manion & Morrison (2007, p. 523) goodness of fit of regression model using squared regression coefficient (R^2) was adopted, where:

R^2 : 0–0.1 =weak;

0.1–0.3 =modest;

0.3–0.5 =moderate;

>0.5 =strong.

For the five null hypotheses, p-value was used to determine the significance of the correlation. Where the calculated p-value is less than the stipulated level of significance (0.05), the null hypothesis was rejected. Whereas the null hypothesis was not rejected where the calculated p-value is greater than the stipulated level of significance (0.05). All analysis were done using Statistical Package for Social Sciences (SPSS).

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

In this chapter, the data collected from the field for this study were analysed and the summaries were presented in tables to highlight the findings. The presentation was sequentially done starting with the research questions and then the null hypotheses.

Research Question 1: What is the nature of correlation between teachers' perception of principals' communicative ethics and their commitment?

Table 1: Pearson r on Teachers' Perception of Principals' Communicative Ethics and Their Commitment

Source of Variation	N	Communicative ethics r	Teachers' commitment r	Remark
Communicative ethics	651	1.00	0.69	Substantial Positive Relationship
Teachers' commitment	651	0.69	1.00	

Table 1 shows that, there is a substantial positive relationship of 0.69 existing between teachers' perception of principals' communicative ethics and their commitment.

Research Question 2: What is the nature of correlation between teachers' perception of principals' climatic ethics and their commitment?

Table 2: Pearson r on Teachers' Perception of Principals' Climatic Ethics and Their Commitment

Source of Variation	N	Climatic ethics r	Teachers' commitment r	Remark
Climatic ethics	651	1.00	0.78	Substantial Positive Relationship
Teachers' commitment	651	0.78	1.00	

Table 2 indicates that, there is substantial positive relationship of 0.78 existing between the teachers' perception of principals' climatic ethics and their commitment.

Research Question 3: What is the nature of correlation between teachers' perception of principals' ethics in decision making and their commitment?

Table 3: Pearson r on Teachers' Perception of Principals' Ethics in Decision Making and Their Commitment

Source of Variation	N	Ethics in decision making r	Teachers' commitment r	Remark
Ethics in decision making	651	1.00	0.84	Very High Positive Relationship
Teachers' commitment	651	0.84	1.00	

Table 3 reveals that, there is a very high positive relationship of 0.84 existing between the teachers' perception of principals' ethics in decision making and their commitment.

Research Question 4: What is the nature of correlation between teachers' perception of principals' behavioural ethics and their commitment?

Table 4: Pearson r on Teachers' Perception of Principals' Behavioural Ethics and Their Commitment

Source of Variation	N	Behavioural Ethics r	Teachers' commitment r	Remark
Behavioural ethics	651	1.00	0.77	Substantial Positive Relationship
Teachers' commitment	651	0.77	1.00	

Table 4 indicates that, there is substantial positive relationship of 0.77 existing between the teachers' perception of principals' behavioural ethics and their commitment.

Research Question 5: What is the nature of correlation between teachers' perception of principals' ethical leadership behaviours and their commitment?

Table 5: Summary of Multiple Regression Analysis on Teachers' Perception of Principals' Ethical Leadership Behaviours as predictor of Their Commitment

Variable	<i>B</i>	β	<i>t</i>
(Constant)	9.902		7.761
Communicative Ethics	.742	.486	11.287
Climatic Ethics	.913	.558	6.143
Ethics in Decision Making Score	3.593	1.534	13.723
Behavioural Ethics Score	.833	.345	8.757
R	0.88		
R ²	0.78		
Adj.R ²	0.78		

As shown by the summary of multiple regression analysis in table 5, teachers' perception of principals' ethical leadership behaviours have regression coefficient (R) of 0.88 and coefficient of determination (R^2) of 0.78. This indicates that teachers' perception of principals' ethical leadership behaviours accounted for 78.8 percent of their commitment. Considering the size of the R^2 which is >0.5 , there is a strong positive correlation between teachers' perception of principals' ethical leadership behaviours and their commitment.

Testing the Null Hypotheses

Null Hypothesis 1: The nature of correlation between teachers' perception of principals' communicative ethics and their commitment is not significant.

Table 6: Significance of Pearson's r on Teachers' Perception of Principals' Communicative Ethics and Their Commitment Using Probability Value

Source of Variation	N	Communicative ethics r	Teachers' commitment r	df	p-value	Remark
Communicative ethics	651	1.00	0.69	649	0.00	Sig
Teachers' commitment	651	0.69	1.00			
Sig = Significant						

Table 6 indicates that at 0.05 level of significance and 649df, the calculated r 0.69 has *P*.value 0.00 which is less than critical *P*.value 0.05. Therefore the first null hypothesis was rejected. The nature of relationship existing

between teachers' perception of principals' communicative ethics and their commitment was significant.

Null Hypothesis 2: The nature of correlation between teachers' perception of principals' climatic ethics and their commitment is not significant.

Table 7: Significant of Pearson's r on Teachers' Perception of Principals' Climatic Ethics and Their Commitment Using Probability Value

Source of Variation	N	Climatic ethics r	Teachers' commitment r	df	p-value	Remark
Climatic ethics	651	1.00	0.78	649	0.00	Sig
Teachers' commitment	651	0.78	1.00			

Sig = Significant

Table 7 indicates that at 0.05 level of significance and 649df, the calculated $r=0.78$ has P -value 0.00 which is less than critical P -value 0.05. Therefore the second null hypothesis was rejected. The nature of relationship existing between the teachers' perception of principals' climatic ethics and their commitment was significant.

Null Hypothesis 3: The nature of correlation between teachers' perception of principals' ethics in decision making and their commitment is not significant.

Table 8: Significance of Pearson's r on Teachers' Perception of Principals' Ethics in Decision Making and Their Commitment Using Probability Value

Source of Variation	N	Ethics in decision making r	Teachers' commitment r	df	p-value	Remark
Ethics in decision making	651	1.00	0.84	649	0.00	Sig
Teachers' commitment	651	0.84	1.00			

Sig = Significant

Table 8 indicates that at 0.05 level of significance and 649df, the calculated r 0.84 has P .value 0.00 which is less than critical P .value 0.05. Therefore the third null hypothesis was rejected. The nature of relationship existing between the teachers' perception of principals' ethics in decision making and their commitment was significant.

Null Hypothesis 4: The nature of correlation between teachers' perception of principals' behavioural ethics and their commitment is not significant.

Table 9: Significance of Pearson's r on Teachers' Perception of Principals' Behavioural Ethics and Their Commitment Using Probability Value

Source of Variation	N	Behavioural ethics r	Teachers' commitment r	df	p-value	Remark
Behavioural ethics	651	1.00	0.77	649	0.00	Sig
Teachers' commitment	651	0.77	1.00			

Sig = Significant

Table 9 indicates that at 0.05 level of significance and 649df, the calculated r 0.77 has P .value 0.00 which is less than critical P .value 0.05. Therefore the fourth null hypothesis was rejected. The nature of relationship existing between teachers' perception of principals' behavioural ethics and their commitment was significant.

Null Hypothesis 5: Teachers' perception of principals' ethical leadership behaviours are not significant correlate of their commitment.

Table 10: Regression analysis on the Significance of Correlation between Teachers' Perception of Principals' Ethical Leadership Behaviours and Their Commitment

Variable	R	R ²	R ² change	B	BETA	% var added	Cal. F	Cal t	df	P.value	Remark
Variable	0.89	0.79	0.79			78.8	605.71		646	0.00	S
(Constant)				9.902				7.76	649	0.00	S
Communicative Ethics				.742	.486			11.29	649	0.00	S
Climatic Ethics				.913	.558			6.14	649	0.00	S
Ethics in Decision Making				3.593	1.534			13.72	649	0.00	S
Behavioural Ethics				.833	.345			8.76	649	0.00	S

The analysis in Table 10 shows that at 4df numerator, 646df denominator and 0.05 level of significant, the calculated F value 605.71 has probability value of 0.00 which is less than the critical P .value of 0.05. The fifth null hypothesis was rejected. Therefore, teachers' perception of principals' ethical leadership behaviours are significant correlate of their commitment.

Summary of Major Findings

From the analysis, the following findings were made:

1. There is a substantial positive correlation between the teachers' perception of principals' communicative ethics and their commitment.
2. There is a substantial positive correlation between the teachers' perception of principals' climatic ethics and their commitment.
3. There is a very high positive correlation between the teachers' perception of principals' ethics in decision making and their commitment.
4. There is a substantial positive correlation between the teachers' perception of principals' behavioural ethics and their commitment.
5. There is a strong positive correlation between teachers' perception of principals' ethical leadership behaviours and their commitment.
6. The nature of correlation existing between teachers' perception of principals' communicative ethics and their commitment was significant.
7. The nature of correlation existing between teachers' perception of principals' climatic ethics and their commitment was significant.

8. The nature of correlation existing between teachers' perception of principals' ethics in decision making and their commitment was significant.
9. The nature of correlation existing between teachers' perception of principals' behavioural ethics and teachers' commitment was significant.
10. Teachers' perception of principals' ethical leadership behaviours are significant correlates of their commitment.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

In this chapter, the discussion of the findings, conclusion and implications of the findings are presented. Some recommendations of the study, limitations and suggestions for further research were also highlighted.

Discussion of Findings

The findings of the study are discussed according to the specific purposes of the study under the following sub headings:

1. The nature of correlation between teachers' perception of principals' communicative ethics and their commitment.
2. The nature of correlation between teachers' perception of principals' climatic ethics and their commitment.
3. The nature of correlation between teachers' perception of principals' ethics in decision making and their commitment.
4. The nature of correlation between teachers' perception of principals' behavioural ethics and their commitment.
5. The nature of correlation between teachers' perception of principals' ethical leadership behaviours and their commitment.

The Nature of Correlation between Teachers' Perception of Principals' Communicative Ethics and Their Commitment.

The findings of this study shows that there is a moderate positive relationship between teachers' perception of principals' communicative ethics and their commitment. This finding is natural because when teachers perceive their principal as being selfless and sincere towards them, treats them equally and accord them the respect which they deserve, correspondingly, teachers will be happy with the school and will feel a great sense of belonging. This will make them support the leadership and the goals of the school which will help the school in achieving desired objectives. Again, when principals create the foundation of confidence among the teachers by being sincere, fair and respectful to them, and can guide and encourage them by communicating ethical principles through their behaviours, teachers will be obliged to sustain membership of the school.

The finding of this study is consistent with the results obtained from previous conducted studies. For instance, Van den Akker, Heres, Lasthuizen, and Six, (2009) in their study found that employees' perception of their leader's communicative values had a potential impact on the level of employees' commitment. In line with this, Becerra, (2010); Othman and

Wanlabeh, (2012) and Vogel, (2012) emphasised that an ethical leader that is effective in communicating with staff and constructive in decision in his decision making will encourage teachers to feel more committed to the school and feel the values of togetherness with their employer.

The finding of this study is also in line with that of Shafer, (2009) who found that employee's commitment is higher when the climate is perceived as benevolent based on the observation that the employees will feel more attached to an organization that supports values such as caring and respect for employees and community. The finding of the present study also supports that of Bağrıyanık and Can (2017); Güzel and Ayazlar (2014) who found that the display of behaviours covering ethics and justice by principals will decrease teachers' possible negative attitude and behaviors and increase teachers willingness to stay with the school.

The finding of the hypothesis shows that the nature of correlation existing between the teachers' perception of principals' communicative ethics and their commitment was significant. This shows that an increase in teachers' perception of principals' communicative ethics will likely lead to a moderate increase in teachers' commitment. This finding is not surprising to the researcher because, just like the social exchange theory predicts that in

reaction to positive initiating actions, targets will tend to reply in kind by engaging in more positive reciprocating responses and/or fewer negative reciprocating responses. Therefore, the more principals' behave in an unselfish, sincere and modest manner to the teachers, the more teachers enjoy their relationship with the school and will desire to remain part of it. This finding is in line with that of Agha, Nwekpa and Eze (2017). These researchers found in their study that equal treatment of staff and their commitment are found to have a significant positive relationship. The finding also supports that of Becerra (2010); Ghamrawi, (2011); Cemaloğlu and Kılınç (2012); Handford and Leithwood (2013) and Ismail (2014). The results of these studies showed that the relationship between ethical leadership and organizational commitment is significant.

The Nature of Correlation between Teachers' Perception of Principals' Climatic Ethics and Their Commitment

The finding of this study shows that there is a substantial positive correlation existing between the teachers' perception of principals' climatic ethics and their commitment. Climatic ethics is concerned with being fair, constructive in discussion making, creating a conducive and friendly environment, motivating and rewarding the achievement of staff. An increase in teachers' perception of principals' exhibition of these behaviours will increase

teachers' willingness to continue working for the school and vice versa. This finding is in tandem with the finding of Khoza (2004). Khoza identified in his study that managers and school leadership such as principals of secondary schools can motivate workers' commitment by providing a work environment that satisfies workers inner needs while achieving objectives of the organization. Also researchers such as Becerra, (2010); Othman & Wanlabeh, (2012), Ezeugbor (2015) found that ethical leadership behaviour of school leaders greatly influence teachers organizational commitment.

The finding of this study is also in congruence with the findings of Toor & Ofori (2009), they found that ethical leadership is more likely to bring about leader's effectiveness, willingness of employees to put in extra efforts, employees' job satisfaction, and an atmosphere for ethical leadership to flourish; which will ultimately lead to increased employees' willingness to stay with the organization. In line with this finding, Piccolo, Greenbaum, Den Hartog, & Folger (2010) suggests that leaders with strong ethical commitments can have impact on the willingness of employee to stay with the organization. When followers perceive top manager's good moral image, enthusiasm about the organization and the willingness to carry everyone along, this perception may be translated into a strong appreciation of top

management by employees within an organization (Ruiz, Ruiz, & Martinez, in Sofia, Ahmad, & Djumilah 2017).

The finding of this study is also similar to that of Bağrıyanık and Can (2017). According to the result of their study, when school leaders perform ethical leadership behaviors in higher level, teachers feel less anger, complaint and anxiety, thereby leading to higher organizational commitment. Bağrıyanık and Can further indicated that when teachers' ethical leadership perception of their principal increase, not only organizational commitment level but also its subcategories also increases. Güzel and Ayazlar (2014) also found similar results. Their results indicate that performance of behaviours covering ethics and justice by school leaders will decrease teachers' possible negative attitude and behaviors and increase teachers willingness to stay with the school.

The finding of the null hypothesis indicates that the nature of correlation existing between the teachers' perception of principals' climatic ethics and their commitment was significant. This means that an increase in teachers' perception of principals' climatic ethics will likely result to a substantial increase in teachers' commitment. This finding is not strange to the researcher because when principals create a friendly and an enabling

environment for teachers to carry out their tasks as well as motivate them, teachers' emotional connection and involvement in school activities will increase. Also, when a principal display behaviours such as being modest, fair, respectful and constructive in his/her interaction with teachers, they will perceive him/her as a trust worthy person and deserving of their commitment. This finding is consistent with that of Becerra (2010), Cemaloğlu and Kılınç (2012), Handford and Leithwood (2013), Ismail (2014) and Sofia, Ahmad, and Djumilah, (2017) that ethical leadership behaviors had positive and significant influence on organizational commitment of employees.

The Nature of Correlation between Teachers' Perception of Principals' Ethics in Decision Making and Their Commitment

The finding of this study in Table 3 shows that there is a very high positive correlation of 0.84 existing between the teachers' perception of principals' ethics in decision making and their commitment. This means that the more principals display behaviours such as making morally right decisions, being systematic and open minded in decision making and allows teachers participate in decision making, the more teachers will always want to remain part of the school. The finding of this study corroborates with the findings of other scholars. For instance, Kim, Tavitiyaman, and Kim (2009) conducted a

study on hotel employees in Thailand and found that hotel managers who practice power sharing with employees are likely to encourage their employees to provide better service to the organization as well as improved commitment. In the school context, the finding of this study is related to that of Abg Hut (2005), Zulkafli (2008) and Mihelic, Lipicnik and Tekavcic, (2010). They found that the level of power sharing between the leaders of the school with teachers remained at a low level and have an impact on the decline in the level of commitment of teachers.

The finding of this study is also in agreement with the findings of Ezeugbor (2015), she found that teachers perceived the four sub-scales (communicative ethics, climatic ethics, ethics in decision making and behavioural ethics) of principals' ethical leadership behaviours as having a positive influence on their commitment. Zhu, Norman, Peng, Riggio, & Sosik, (2012) summarized that ethical leadership behaviour has a positive effect on increasing the organization's commitment to a higher level.

The finding of this study is also consistent with studies conducted by Becerra, (2010); Klein (2012); Othman and Wanlabeh, (2012). These researchers found that ethical leadership contributed greatly to the organizational commitment. The finding also supports that of Sofia, Ahmad and Djumilah (2017) who found that positive behavior of leaders lead to

employee affective commitment to the organization such as proud of the organization, concerned about the future of the organization, and sharing the same values with the organization.

The finding of the hypothesis shows that the nature of correlation existing between teachers' perception of principals' ethics in decision making and their commitment is significant. This suggests that an increase in teachers' perception of principals' ethics in decision making will likely result to a very high increase in teachers' commitment. This finding is consistent with the results of Ruiz, Ruiz, and Martinez, cited in Sofia, Ahmad, and Djumilah, (2017) that ethical leadership behaviour of supervisors influence directly and is significantly related to employee affective commitment. The finding is also in agreement with Ghamrawi, (2011) who found a significant relationship between ethical leadership behaviours and organizational commitment.

The Nature of Correlation between Teachers' Perception of Principals' Behavioural Ethics and Their Commitment

In research question 4 table 4, the finding showed that there is a substantial positive correlation of 0.77 existing between the teachers' perception of principals' behavioural ethics and their commitment. This finding indicates that when teachers perceive their principals as being truthful,

knowledgeable, kind and honest in their leadership, it will inspire teachers to enjoy their relation with the school, in terms of increasing their confidence and willingness to work towards achieving the goals of the school. Principals' demonstration of a reliable, fair and egalitarian behaviour in the school will led to positive changes in teachers' commitment. This finding agrees with Eroluer and Yılmaz cited in Ghamrawi, (2011), they found that employees' positive perception of ethical leadership positively influenced the organizational climate and their job commitment. They also suggested that an employee-oriented and egalitarian leadership behaviour in the organization positively affect the employees' thoughts on the working atmosphere of the organization.

The finding of this study is in tandem with Ezeugbor (2015), her study confirmed that administrators' acceptance of faults, exhibition of selflessness, love, humility, justice, open decision making among others, inspires teachers to be more emotionally attached to the school as well as invoking the consciousness of investing more time with students and doing the right thing at the right time. This finding also agree with results of earlier studies, such as Mihelic, Lipicnik & Tekavcic, (2010); Pucic (2011), and Eslamieh and Davoudi (2016). These studies indicated that ethical behaviours of school leaders created a positive atmosphere for

organizational commitment of teachers. These findings support Khunita and Suar's (2004) findings, that ethical leadership is positively related to commitment in India.

The finding of the hypothesis shows that the nature of correlation existing between the teachers' perception of principals' behavioural ethics and their commitment was significant. This explains that an increase in teachers' perception of principals' behavioural ethics will likely result to a substantial increase in teachers' commitment. This finding is not strange because as followers' ratings of their leaders' ethical leadership behaviour increases, so do their level of commitment. This finding agrees with Punic (2011), that there is a significant positive correlation between ethical leadership and followers' commitment. The finding also supports Ghamrawi, (2011); Eranil and Ozblen (2017) who found a high level of significant positive relationship between teachers' perception of ethical leadership behaviours of the principals and teachers commitment to the school.

The Nature of Correlation between Teachers' Perception of Principals' Ethical Leadership Behaviours and Their Commitment

The findings of this study as displayed in Table 5 shows that there is a strong positive correlation between teachers' perception of principals' ethical leadership behaviours and their commitment. Ethical leaders are transparent

and engage in open communication, they clarify responsibilities, expectations, and performance of goals so that subordinates know what is expected from them and understand when their performance is up to par. Subordinates do not worry unnecessarily about unclear expectations and know how they can meaningfully contribute to meeting the goals of the school. The finding of this study aligns with that of Becerra, (2010); Othman & Wanlabeh, (2012); Vogel, (2012). These researchers found that a leader that is sincere, kind, compassionate and maintain an open communication will encourage teachers to feel more committed to the organization. A failure of ethical leadership in providing this support will cause the teachers to fail in showing commitment to their work.

The finding of the hypothesis as shown in Table 10 indicates that teachers' perception of principals' ethical leadership behaviours are significant correlates of their commitment. This finding indicates that a percentage increase in teachers' perception of principals' ethical leadership behaviours will lead to 78% increase in their commitment in school. This finding supports that of Rouzbahani, Soleimanian, Rezai and Hemati (2013). The finding of their study indicated that a strong positive and significant relationship existed between ethical leadership and organizational commitment. The finding of the present study also aligns with Becerra

(2010), Handford and Leithwood (2013) and Ismail (2014). Their results showed that the relationship between ethical leadership and organizational commitment was significant.

Conclusion

Based on the findings of the study presented, analyzed and discussed, the study concludes that teachers' perception of principals ethical leadership behaviours are significant correlates of their commitment.

Implications of the Findings

The findings of this study have educational implications for secondary school principals and teachers.

One of such implications is that when principals exhibit behaviours such as being selfless, humble, patient and just in dealing with teachers, teachers' strong sense of belonging to the school will be inspired. Another implication of the finding is that when principals display behaviours such as respect and equal treatment of teachers, humility, kindness and selflessness within and outside the school environment, teachers' willingness to work towards achieving the goals of the school will be improved.

The findings of this study also imply that for teachers to be obliged to sustain their membership with the school, principals must create a

foundation of confidence among the teachers by being sincere, fair and respectful to them and by guiding and encouraging them through their behaviours. Another relevant implication of the findings is that when principals are constructive in discussion making, create a conducive and friendly environment and reward the achievement of teachers, teachers' willingness to continue working towards the achievement of the goals of the school will be guaranteed.

The findings of the study imply that unless teachers perceive principals as encouraging and rewarding their achievements and creating an enabling atmosphere for them to do their work, principals cannot inspire them to continue putting in their best in terms of working for the school. Another important implication of the findings is that for principals to increase teachers' sense of obligation to the school, they need to encourage teachers by outlining clear rules guiding the school, be open for discussion and by inspiring creativity in teachers.

The findings of the study also imply that for principals to influence teachers' commitment, which describe the sense of belonging and emotional involvement of teachers with the school, they must imbibe behaviours such

as being fair, systematic and open minded in decision-making, and allow teachers to participate in decision making.

The findings further imply that if principals fail to be honest and courageous to teachers, protect their rights and privileges, and show respect for values of the school, teachers will find it difficult to enjoy their relationship with the principal and the school in general and will likely not want to remain part of the school. The findings of the study also imply that when principals are knowledgeable in school matters, display high level of determination in school activities, protects the rights of teachers and do not act in dishonest ways, these will inspire teachers' identification with the goals of the school and desire to remain a part of the school will be difficult.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Secondary school principals should constantly display communicative ethical behaviours such as being selfless, humble, patient and just in their dealings with teachers in order to stimulate teachers' sense of belonging and commitment to the school.

2. The study also recommends that principals should always imbibe climatic ethical behaviour by creating an atmosphere of confidence within the school; by being sincere, fair and respectful to the teachers. They should always communicate ethical principles to teachers through their behaviours. This will help in motivating teachers' commitment in achieving the goals of the school.
3. Principals should at all times be ethical in decision making in the school. They should be fair and constructive and also allow the staff to participate in school decision making. By doing this, principals will inspire teachers' willingness to continue working towards the achievement of school goals because they will feel they are part of the school.
4. Principals should unfailingly outline clear rules guiding the school, be truthful and show determination in achieving school goals. They should be open for discussions with teachers and inspire them at all times. This will increase teachers' sense of obligation to the school and will make them to continue working towards achieving the goals of the school.

5. The study also recommends that for teachers to sustain their membership of the school and work to achieve the goals of the school, principals should constantly motivate them by communicating ethical principles through their behaviours. By doing this, teachers will be inspired and be devoted to the school and will continue putting in their best in working towards achieving school goals.

Suggestions for further Research

The following suggestions were made for further studies:

1. A study on the relationship between principals' ethical leadership behaviours and teachers' commitment should also be carried out using principals and teachers as respondents.
2. An examination into the relationship between principals' ethical leadership behaviours and teachers' job performance and satisfaction.
3. Studies should also be extended to explore the relationship between principals' ethical leadership behaviours and teachers' organizational citizenship behaviour.

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APPENDICES

Appendix A

Letter of Transmittal

Department of Educational Management and Policy,
Faculty of Education,
Nnamdi Azikiwe University Awka,
Anambra state.
August 15th, 2017.

Dear Sir/Madam,

LETTER FOR VALIDATION OF INSTRUMENT

I am a Ph.D. student of Department of Educational Management and Policy in the above named institution. I am conducting a research on “Principals’ Ethical Leadership Behaviour as Correlates of Teachers’ Commitment in Secondary Schools in Anambra State”.

I humbly request your assistance to validate the items in the instrument for clarity, relevance and coverage for use in the collection of data for the study.

A copy of the instrument is attached as well as the purpose of the study, research questions and hypotheses.

Thanks for your understanding and cooperation.

Yours sincerely,

Obiekwe, Kingsley Kenechukwu

Appendix B

Ethical Leadership Scale (ELS)

Instructions

Listed below are series of statements about the principal of your school. With respect to your own perception about your principal, please indicate the degree of your agreement or disagreement with each statement by ticking (✓) in the box. Use the following scale.

Strongly Agree; Agree; Disagree; Strongly Disagree.

Section A- Communicative Ethics

The principal of my school:	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Accepts his faults whenever he/she is wrong				
2. Demonstrates selfless behaviours to his/her staff				
3. Behaves justly to his/her staff				
4. Participates in discussions about the school constructively and tactfully				
5. Is patient with his/her staff				
6. Is a humble person				
7. Treats all members of staff equally				
8. Behaves kindly to all staff				
9. Behaves in a good manner to all staff				
10. Shows respect to others				
11. Does not incite teachers to engage in rebellious activities				
12. Is compassionate				
13. Behaves sincerely to his/her staff				
14. Judge his/her staff on their personal characteristics				
15. Shows gratitude for the services rendered to him/her				

Section B- Climatic Ethics

The principal of my school:	Strongly Agree	Agree	Disagree	Strongly Disagree
16. Encourages his/her staff to do their job				
17. Tries to propagate his own ideas with love				
18. Determines concrete objectives for the future				
19. Is always willing to learn				
20. Accepts the different ideas of his staff				
21. Rewards the achievements of his staff justly				
22. Establishes the rules of the school clearly				
23. Creates free environment for discussion				
24. Strives to increase his professional efficiency				
25. Carries out his duty with a sense of responsibility				
26. Creates the appropriate environment to reveal the creativity of his staff				

Section C- Ethics in Decision-Making

The principal of my school:	Strongly Agree	Agree	Disagree	Strongly Disagree
27. Is systematic in finding solutions to problems				
28. Never tries to take advantage of political issues in decision making				
29. Never tries to take advantage of religious issues in decision making				
30. Considers the moral aspect of available alternatives in finding solution to problems				
31. Is open minded when taking decisions concerning the school				
32. Applies the common decisions efficiently				
33. Makes fair and balanced decisions				
34. Allows staff to participate in taking decision making in the school				

Section D- Behavioural Ethics

The principal of my school:	Strongly Agree	Agree	Disagree	Strongly Disagree
35. Can self-evaluate him/her self				
36. Does not act in dishonest ways				
37. Behaves honestly to his/her staff				
38. Shows determination in school activities				
39. Always tells the truth in all conditions				
40. Is knowledgeable in school matters				
41. Protects individual right of the teachers				
42. Acts upon the principle of reality				
43. Shows respect for values of the society				

Appendix C

Teachers' Commitment Scale

Instructions

Listed below is a series of statements that represent feelings that individuals might have about the organization for which they work. With respect to your own feelings about the school for which you are working, please indicate the degree of your agreement or disagreement with each statement by ticking (✓) in the box. Use the following scale.

Strongly Agree; Agree; Disagree; Strongly Disagree

As a teacher in this school...	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I would be very happy to spend the rest of my career with this school				
2. I really feel as if school's problems are my own				
3. I do not feel a strong sense of "belonging" to this school.				
4. I do not feel "emotionally attached" to this school.				
5. I do not feel like "part of the family" at my school.				
6. This school has a great deal of personal meaning for me				
7. Right now, staying with this school is a matter of necessity as much as desire				
8. It would be very hard for me to leave my school right now, even if I want to				
9. Too much of my life would be disrupted if I decided I wanted to leave my school now				
10. I feel that I have too few options to consider leaving this school				
11. If I had not already put so much of myself into this school, I might consider working elsewhere				
12. One of the few negative consequences of leaving this school would be the unavailability of alternatives				

13. I do not feel I have any obligation to remain with my current employer.				
14. Even if it were to my advantage, I do not feel it would be right to leave this school now				
15. I would feel guilty if I leave this school now				
16. This school deserves my service				
17. I would not leave this school right now because I have a sense of obligation to the people in it				
18. I owe a great deal to my school				

Appendix D

Population and Sample of Schools and Teachers According to Education

Zones

ZONES	Population of Teachers Across the Zones	Number of schools Across the Zones	50% of the schools sampled Across the Zones	Number of teachers within the sampled schools	20% of teachers Sampled
Aguata	830	47	24	440	89
Awka	1694	61	31	827	167
Nnewi	937	51	25	554	112
Ogidi	989	40	20	524	106
Onitsha	1434	32	16	754	150
Otuocha	498	26	13	236	48
Total	6,382	257	129	3,335	672

Appendix E

Reliability analysis using Cronbach's Alpha

Ethical Leadership Scale

Scale: Section A: Communicative Ethics

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.755	15

Scale: Section B: Climatic Ethics

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.689	11

Scale: Section C: Ethics in Decision Making

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.712	9

Scale: Section D: Behavioural Ethics

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.749	8

Scale: Teachers' Commitment Scale

Case Processing Summary

	N	%
Valid	20	100.0
Excluded ^a		.0
Total		100.0

Reliability Statistics

Cronbach's Alpha	N of Items
.842	18

Summary

S/N	SCALE	Number of items	Coefficient
	Ethical Leadership Scale (ELS)		
1	Section A: Communicative Ethics	15	0.75
2	Section B: Climatic Ethics	11	0.68
3	Section C: Ethics in Decision Making	9	0.71
4	Section D: Behavioural Ethics	8	0.74
	OVERALL	43	0.72
	Teachers' Commitment Scale		
1	Teachers' Commitment Scale	18	0.84

Appendix F

List of Sampled schools, Number of sampled teachers within the school and the 20% sampled

Aguata Zone

s/n	Name of School	Number of Teachers	20% Sampled
1.	URBAN GIRL'S EKWULOBIA	33	7
2.	GIRLS SEC.IGBOUKWU	31	6
3.	C. S. S. ISUOFIA	31	6
4.	UMUCHU HIGH SCH.UMUCHU	14	3
5.	G .T .C.UMUCHU	18	4
6.	ST. PETER'S SEC.SCH.ACHINA	16	3
7.	CHRIST THE RED.COLLEGE AMESI	17	3
8.	C. S. S. IGBOUKWU (BSS)	15	3
9.	C. S. S.(BSS)EZINIFITE	16	3
10.	C. S. S. NANKA	16	3
11.	C. S. S. OKO	33	7
12.	C. S. S.NDIKELIONWU	13	3
13.	C.S.S. AJALI	19	4
14.	C. S .S .OMOGHO	15	3
15.	G. T. C. UMUNZE	23	5
16.	C. S. S. IHITE	20	4
17.	C.H. S. NAWFIJA	15	3
18.	NEW BETHEL SCH.ISULO	16	3
19.	UNION SEC SCH OWERREZUKALA	11	2
20.	C. S. S. OWERREZUKALA	7	1
21.	C. H .S.OGBOJI	15	3
22.	VICTORY HIGH SCH. EZIRA	13	3
23.	EZINIFITE HIGH SCH EZINIFITE(GSS)	19	4
24.	C. S. S. AWA	14	3
	Total	440	89

Awka Zone

	Name of School	Number of Teachers	20% Sampled
1.	COMM. SEC. SCH. ICHIDA	16	3
2.	COMM. HIGH SCH. AGULUZIGBO	19	4
3.	BUBENDORFF M.G.S. ADAZI-NNUKWU	28	6
4.	COMM. SEC. SCH. AGULU	19	4
5.	OJIAKO MEMO GRAM SCH. ADAZI-ANI	20	4
6.	UNION SEC. SCH. AGULU	16	3
7.	COMM. SEC. SCH. EBENEBE	17	3
8.	COMM. SEC. SCH. MGBAKWU	21	4
9.	COMM. SEC. SCH. ACHALLA	22	4
10.	COMM. SEC. SCH. AMANUKE	18	4
11.	COMM SEC. SCH. UMUNNACHI	28	6
12.	NNEAMAKA SEC. SCH. IFITEDUNU	24	5
13.	COMM. SEC. SCH. UKPO	20	4
14.	COMM. SEC. SCH. UKWULU	11	2
15.	ST. KIZITO GIRLS' SEC. SCH. UMUDIOKA	38	8
16.	NNAMDI AZIK. SEC. SCH. ABAGANA	34	7
17.	IDE SEC. SCH. ENUGWU-UKWU	39	8
18.	ST. MICHEAL'S MOD.COMP.SEC.SCH. NIMO	23	5
19.	GIRLS' SEC. SCH. NIMO	20	4
20.	COMM. SEC. SCH. ABBA	26	5
21.	GOVT. TECH. COLLEGE ENUGWU-AGIDI	20	4
22.	COMM. SEC. SCH. UMUOKPU	51	10
23.	CAPITAL CITY SEC. SCH. AWKA	49	10
24.	KENNETH DIKE MEM. SEC. SCH. AWKA	48	10
25.	EZI-AWKA COMM. SEC. SCH. AWKA	32	6
26.	COMM. SEC. SCH. OKPUNO	45	9
27.	NNEOMA COMM. SEC. SCH. NIBO	11	2
28.	COMM. SEC. SCH. MBAUKWU	29	6
29.	EMEKA AGHASILI HIGH SCH. NISE	33	7
30.	COMM. SEC. SCH. AGULU AWKA	27	5
31.	EZEIKE HIGH SCH. NIBO	23	5
	Total	827	167

Nnewi Zone

	Name of School	Number of Teachers	20% Sampled
1.	M. REGINA MOD. COM. SEC. SCH. NNEWI	49	10
2.	NNEWI HIGH SCHOOL, NNEWI	42	8
3.	NIGERIAN SC. & TECH. COLLEGE, NNEWI	37	7
4.	OKONGWU MEM. GRAM. SCH, NNEWI	50	10
5.	WOMEN ED. CENTRE, NNEWI	25	5
6.	AZIGBO SPECIAL SCIENCE SCH, AZIGBO	10	2
7.	COMMUNITY SEC. SCHOOL, EBENATOR	14	3
8.	COMMUNITY SEC. SCHOOL, EKWULUMILI	11	2
9.	COMMUNITY HIGH SCHOOL, EZINIFITE	8	2
10.	AWO-EZIMUZO CSS, EZINIFITE	10	2
11.	BOYS' HIGH SCHOOL, OSUMENYI	10	2
12.	COMMUNITY HIGH SCHOOL, OSUMENYI	18	4
13.	COMMUNITY SEC. SCHOOL, UKPOR	17	3
14.	COMMUNITY SEC. SCHOOL, IHEMBOSI	18	4
15.	BOYS' SEC. SCHOOL, ORAIFITE	19	4
16.	GIRLS' SEC. SCHOOL, ORAIFITE	20	4
17.	COMMUNITY SEC. SCHOOL, OZUBULU	14	3
18.	GIRLS' SEC. SCHOOL, OZUBULU	42	8
19.	COMMUNITY SEC. SCHOOL, AZIA	14	3
20.	ST. ANTHONY'S SEC. SCHOOL, AZIA	11	2
21.	ABBOT GIRLS SEC. SCHOOL, IHIALA	29	6
22.	ABBOT BOY'S SEC. SCHOOL, IHIALA	21	4
23.	G.T.C. IHIALA	23	5
24.	ST. JUDE SEC. SCHOOL, IHIALA	24	5
25.	COMMUNITY SEC. SCHOOL, ISSEKE	18	4
	Total	554	112

Ogidi Zone

	Name of School	Number of Teachers	20% Sampled
1.	GOVT. TECHNICAL COLLEGE NKOR	45	9
2.	URBAN SEC. SCH. NKPOR	51	10
3.	COMM. SEC. SCH. OBOSI	29	6
4.	UNION SEC. SCH. OBOSI (G.S.S. OBOSI)	55	11
5.	BOYS' SEC. SCH. OGIDI	38	8
6.	GIRLS' SEC. SCH. OGIDI (A.G.S.S. OGIDI)	32	6
7.	COMM. SEC. SCH. ORAUKWU	18	4
8.	UNITY SEC. SCH. NNOKWA	13	3
9.	GIRLS' SEC. SCH. OBA	22	4
10.	MERCHANT OF LIGHT SEC. SCH. OBA	28	6
11.	BOYS' SEC. SCH. OJOTO	14	3
12.	ST. JOHN'S SCIENCE & TEC. ALOR	26	5
13.	GIRLS' SEC. SCH. ALOR	25	5
14.	GIRLS' SEC. SCH. AWKA-ETITI	30	6
15.	ST. JOSEPH'S SEC. SCH. AWKA-ETITI	14	3
16.	COMM. SEC. SCH. AWKUZU	22	4
17.	UNITY SEC. SCH. AWKUZU	13	3
18.	MODEL COMPR. SEC. SCH. N/EZUNAKA	14	3
19.	COMM. HIGH SCH. N/EZUNAKA	22	4
20.	PROGRESSIVE SEC. SCH. UMUNYA	13	3
	Total	524	106

Onitsha Zone

	Name of School	Number of Teachers	20% Sampled
1.	DENNIS MEMO. GRAM. SCHOOL	75	15
2.	ANGLICAN GIRLS' SEC. SCH. ONITSHA	58	12
3.	QUEEN OF ROSARY SCHOOL	62	12
4.	ADO GIRLS' SEC. SCHOOL	53	11
5.	ST. CHARLES SEC. SCHOOL	72	14
6.	EASTERN ACADEMY	54	11
7.	ARMY DAY SEC. SCHOOL	52	10
8.	METROPOLITAN COLLEGE	47	9
9.	MODEBE MEM. SEC. SCHOOL	40	8
10.	METU MEM.SEC.SCHOOL	56	11
11.	URBAN GIRLS SEC SCHOOL	50	10
12.	URBAN BOYS SEC SCHOOL	37	7
13.	COMM. BOYS' SEC.SCH.OKPOKO	24	5
14.	COMM. GIRLS' SEC.SCH. OKPOKO	23	5
15.	COMM. SEC. SCH. ATANI	29	6
16.	GOVT TECH. COLLEGE. OSOMALA	22	4
	Total	754	150

Otuocha Zone

	Name of School	Number of Teachers	20% Sampled
1.	C.S.S. NANDO	16	3
2.	G.S.S UMUERI	17	3
3.	C.H.S. IGBARIAM	15	3
4.	C.S.S. UMUOBA.-ANAM	26	5
5.	G.T.C. UMUERI	23	5
6.	C.S.S IFITE-ANAM. MMIATA	20	4
7.	U.C.S.S. INOMA-AKATOR	12	2
8.	C.C.S.S. NZAM	18	4
9.	C.KC. UMUEM-ANAM	15	3
10.	C.S.S. OMOR	25	5
11.	AMIKWE C.S.S. OMOR	18	4

12.	COMMUNITY SEC. SCH. IGBAKWU	18	4
13.	R.S.S. UMERUM	13	3
	Total	236	48

Appendix G

Comments by Validators

Validation of instrument on the topic:

Principal Ethical Leadership Behaviour
as Correlates of Teachers' Commitment
in Secondary Schools in
Anambra State

This is to certify that I Prof. Emerita Obo

Validated the above mentioned instrument and made corrections/recommendations on the following areas:

See the instrument, pls.

After the amendments, I consider the instrument ☒ fit/unfit for the study which it is designed for.

Signature: 

Date: 31/05/17

Ethical Leadership Scale (ELS)

(Yilmaz, 2006).

Part 1: Background Information

Gender: Male ☐ Female ☐

Years of Experience: Less than 5yrs ☐ 5yrs - 10yrs ☐ 11yrs - 20yrs ☐ 21yrs - 30yrs ☐
31yrs and above ☐

Part 2: Instructions

Listed below are series of statements about the principal of your school. With respect to your own perception about your principal, please indicate the degree of your agreement or disagreement with each statement by ticking (✓) in the box. Use the following scale. **Strongly Agree; Agree; Disagree; Strongly Disagree.**

Section A- Communicative Ethics

The principal of my school:	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Accepts his faults whenever he/she is wrong				
2. Demonstrate selfless behaviors to his/her staff				
3. Behaves justly to his/her staff				
4. Participates in discussions about the school constructively and tactfully				
5. Is patient with his/her staff				
6. Is a humble person				
7. Treats all members of staff equally				
8. Behaves kindly to all staff				
9. Behaves passionately to all staff				
10. Shows respect to others				
11. Does not incite teachers to engage in rebellious activities				

12. Is compassionate				
13. Behaves sincerely to his/her staff				
14. Judge his/her staff on their personal characteristics				
15. Has a feeling of gratitude for the services around him/her ?				

Section B- Climatic Ethics

The principal of my school:	Strongly Agree	Agree	Disagree	Strongly Disagree
16. Encourages his/her staff to do their job				
17. Tries to propagate his own ideas through an approach based on love ?				
18. Determines concrete objectives for the future				
19. Is always willing to learn				
20. Accepts the different ideas of his staff				
21. Rewards the achievements of his staff justly				
22. Establishes the rules of the school clearly				
23. Creates free environment for discussion				
24. Strives to increase his professional efficiency				
25. Carries out his duty with a sense of responsibility				
26. Creates the appropriate environment to reveal the creativity of his staff				

Section C- Ethics in Decision-Making

The principal of my school:	Strongly Agree	Agree	Disagree	Strongly Disagree
27. Is systematic in finding solutions to problems				
28. Never tries to take advantage of political issues				
29. Never tries to take advantage of religious issues				
30. Never tries to take advantage of fiscal matters				
31. Carries out his duties with honesty				
32. Applies the common decisions efficiently				
33. Determines the limits in school matters				
34. Doesn't have negative habits				
35. Knows the limits of his deeds				

Section D- Behavioural Ethics

The principal of my school:	Strongly Agree	Agree	Disagree	Strongly Disagree
36. Can self-evaluate him self				
37. Do not act in corrupt ways ?				
38. Behaves honestly to his/her staff ?				
39. Behaves courageously in school activities				
40. Always tells the truth in all conditions				
41. Is knowledgeable ?				
42. Acts upon the principle of reality ?				
43. Protects individual right of the teachers				
44. Respects the values of the society				

*These are capable of
being misinterpreted*

Revised Version of Three Component Commitment Model (TCM)

(Mayer, Allen & Smith, 1993) . .

Part 1- Instructions

Listed below is a series of statements that represent feelings that individuals might have about the organization for which they work. With respect to your own feelings about the school for which you are working, please indicate the degree of your agreement or disagreement with each statement by ticking (v) in the box. Use the following scale. **Strongly Agree; Agree; Disagree; Strongly Disagree**

Part 2

Section A - Affective Commitment Scale

As a teacher in this school...	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I would be very happy to spend the rest of my career with this school				
2. I really feel as if this school's problems are my own				
3. I do not feel a strong sense of "belonging" to my organization. (R)				
4. I do not feel "emotionally attached" to this organization. (R)				
5. I do not feel like "part of the family" at my organization. (R)				
6. This organization has a great deal of personal meaning for me				

Section B - Continuance Commitment Scale

	Strongly Agree	Agree	Disagree	Strongly Disagree
7. Right now, staying with this school is a matter of necessity as much as desire				
8. It would be very hard for me to leave my school right now, even if I want to				
9. Too much of my life would be disrupted if I decided I wanted to leave my school now				
10. I feel that I have too few options to consider leaving this school				
11. If I had not already put so much of myself into this organization, I might consider working elsewhere				
12. One of the few negative consequences of leaving this school would be the scarcity of available alternatives				

Section C - Normative Commitment Scale

	Strongly Agree	Agree	Disagree	Strongly Disagree
13. I do not feel ^{I have} any obligation to remain with my current employer. (R)				
14. Even if it were to my advantage, I do not feel it would be right to leave this school now				
15. I would feel guilty if I leave this school now				
16. This school deserves my <u>loyalty</u> <u>service</u>				
17. I would not leave this school right now because I have a sense of obligation to the people in it				
18. I owe a great deal to my school				

Validation of instrument on the topic:

PRINCIPALS' ETHICAL LEADERSHIP
BEHAVIOURS AS CORRELATES OF TEACHERS'
COMMITMENT IN SECONDARY SCHOOLS IN ANAMBRA
STATE.

This is to certify that I Prof. Ngozi Agu.

Validated the above mentioned instrument and made corrections/recommendations on the following areas:

- ① - It will be better for you to break principals' ethical leadership behaviours as you did in your specific purposes and correlate each with teachers' commitment rather than breaking both the independent and dependent variables into different components. This will also reduce the number of specific purposes you have.
- ② - Gender and years of experience are not needed in this study.
- ③ - Some of the items in 'ethics in decision-making' do not hinge on decision making. Use literature on decision making issues to construct valid items.

④ - Collapse items on Affective Commitment scale into one. It will be more appropriate since the independent variable has been broken into components.

⑤ - 'K' in Items 3, 4 & 5 should not be in the instrument given to your respondents. It is meant to guide you in analysis.

After the amendments, I consider the instrument fit/valid for the study which it is designed for.

Signature: [Signature]

Date: 23/11/17

S?
??

Principals' Ethical Leadership Behaviour as Correlates of Teachers' Commitment in Secondary School in Anambra State

This hypothesis
Plural - check
whether
it should
be in or in
singular form

Purpose of the Study

The main purpose of this study is to determine the nature of correlation between principals' ethical leadership behaviours and teachers' commitment in secondary schools in Anambra State. Specifically, the study will determine:

1. The nature of correlation between principals' communicative ethics and teachers' affective commitment in secondary schools in Anambra State.
2. The nature of correlation between principals' communicative ethics and teachers' continuance commitment in secondary schools in Anambra State.
3. The nature of correlation between principals' communicative ethics and teachers' normative commitment in secondary schools in Anambra State.
4. The nature of correlation between principals' climatic ethics and teachers' affective commitment in secondary schools in Anambra State.
5. The nature of correlation between principals' climatic ethics and teachers' continuance commitment in secondary schools in Anambra State.
6. The nature of correlation between principals' climatic ethics and teachers' normative commitment in secondary schools in Anambra State.
7. The nature of correlation between principals' ethics in decision making and teachers' affective commitment in secondary schools in Anambra State.

- It will be better for you to ~~split~~ break principals' ethical leadership behaviours as you did above & correlate each with teachers' commitment rather than breaking both the independent & dependent variables into diff. components.
- This will also lead to one no of specific purposes you have.

Ethical Leadership Scale (ELS)

(Yilmaz, 2006).

Part 1: Background Information

Gender: Male ☐

Female ☐

Years of Experience: Less than 5yrs ☐

5yrs - 10yrs ☐

11yrs - 20yrs ☐

21yrs - 30yrs ☐

31yrs and above ☐

Just needed is this study.

Just needed is this study.

Part 2: Instructions

Listed below are series of statements about the principal of your school. With respect to your own perception about your principal, please indicate the degree of your agreement or disagreement with each statement by ticking (✓) in the box. Use the following scale. Strongly Agree; Agree; Disagree; Strongly Disagree.

Section A- Communicative Ethics

The principal of my school:	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Accepts his faults whenever he/she is wrong				
2. Demonstrate selfless behaviors to his/her staff				
3. Behaves justly to his/her staff				
4. Participates in discussions about the school constructively and tactfully				
5. Is patient with his/her staff				
6. Is a humble person				
7. Treats all members of staff equally				
8. Behaves kindly to all staff				
9. Behaves passionately to all staff				
10. Shows respect to others				
11. Does not incite teachers to engage in rebellious activities				

Section C- Ethics in Decision-Making

The principal of my school:	Strongly Agree	Agree	Disagree	Strongly Disagree
27. Is systematic in finding solutions to problems				
28. Never tries to take advantage of political issues — very Vague — <i>be specific</i>				
29. Never tries to take advantage of religious issues <i>X</i>	Same			
30. Never tries to take advantage of fiscal matters <i>X</i>	Same			
31. Carries out his duties with honesty — <i>is there a decision making issue?</i>				
32. Applies the common decisions efficiently				
33. Determines the limits in school matters				
34. Doesn't have negative habits				
35. Knows the limits of his deeds				

Save of the items here
bring on decision making.
Use literature on decision making issues to construct solid items.

Section D- Behavioural Ethics

The principal of my school:	Strongly Agree	Agree	Disagree	Strongly Disagree
36. Can self-evaluate <i>himself / herself?</i>				
37. Do not act in corrupt ways				
38. Behaves honestly to his/her staff				
39. Behaves courageously in school activities				
40. Always tells the truth in all conditions				
41. Is knowledgeable — <i>Already covered in climate ethics</i>				
42. Acts upon the principle of reality				
43. Protects individual right of the teachers				
44. Respects the values of the society				

Revised Version of Three Component Commitment Model (TCM)

(Mayer, Allen & Smith, 1993)

Part 1- Instructions

Listed below is a series of statements that represent feelings that individuals might have about the organization for which they work. With respect to your own feelings about the school for which you are working, please indicate the degree of your agreement or disagreement with each statement by ticking (v) in the box. Use the following scale. Strongly Agree; Agree; Disagree; Strongly Disagree

Part 2

Section A - Affective Commitment Scale

Like earlier observation, collapse these components into one. It will be more appropriate since the

As a teacher in this school...	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I would be very happy to spend the rest of my career with this school	<i>independent</i>	<i>has been</i>	<i>variable</i>	<i>broken into</i>
2. I really feel as if this school's problems are my own	<i>components.</i>			
3. I do not feel a strong sense of "belonging" to my organization. (R)	<i>should not be in the instrument</i>			
4. I do not feel "emotionally attached" to this organization. (R)	<i>given to your respondent. It is meant to guide you in analysis.</i>			
5. I do not feel like "part of the family" at my organization. (R)				
6. This organization has a great deal of personal meaning for me				

Section B - Continuance Commitment Scale

	Strongly Agree	Agree	Disagree	Strongly Disagree
7. Right now, staying with this school is a matter of necessity as much as desire				
8. It would be very hard for me to leave my school right now, even if I want to				
9. Too much of my life would be disrupted if I decided I wanted to leave my school now				
10. I feel that I have too few options to consider leaving this school				
11. If I had not already put so much of myself into this organization, I might consider working elsewhere				
12. One of the few negative consequences of leaving this school would be the scarcity of available alternatives				

Section C - Normative Commitment Scale

	Strongly Agree	Agree	Disagree	Strongly Disagree
13. I do not feel any obligation to remain with my current employer. (R) Refer to earlier comment.				
14. Even if it were to my advantage, I do not feel it would be right to leave this school now				
15. I would feel guilty if I leave this school now				
16. This school deserves my loyalty				
17. I would not leave this school right now because I have a sense of obligation to the people in it				
18. I owe a great deal to my school				

Validation of instrument on the topic:

PRINCIPALS' ETHICAL LEADERSHIP BEHAVIOUR
AS CORRELATES OF TEACHERS' COMMITMENT IN
SECONDARY SCHOOLS IN ANAMBRA STATE.

This is to certify that I Dr. Patience Egboka.

Validated the above mentioned instrument and made corrections/recommendations on the following areas:

PART I: What are you going to do with the information
you will collect on gender and experience.

SECTION C: Revert Items 31, 34 and 35

SECTION D: Revert Item 36

After the amendments, I consider the instrument fit/unfit for the study which it is designed for.

Signature: [Signature]

Date: 14/11/2012

Section C- Ethics in Decision-Making

The principal of my school:	Strongly Agree	Agree	Disagree	Strongly Disagree
27. Is systematic in finding solutions to problems				
28. Never tries to take advantage of political issues				
29. Never tries to take advantage of religious issues				
30. Never tries to take advantage of fiscal matters				
31. Carries out his duties with honesty ?				
32. Applies the common decisions efficiently	Recst			
33. Determines the limits in school matters				
34. Doesn't have negative habits ?				
35. Knows the limits of his deeds ?				

Section D- Behavioural Ethics

The principal of my school:	Strongly Agree	Agree	Disagree	Strongly Disagree
36. Can self-evaluate him self	Recst			
37. Do not act in corrupt ways				
38. Behaves honestly to his/her staff				
39. Behaves courageously in school activities				
40. Always tells the truth in all conditions				
41. Is knowledgeable				
42. Acts upon the principle of reality				
43. Protects individual right of the teachers				
44. Respects the values of the society				

Appendix H

SPSS Output of Analyses

Frequency Table

Communicative Ethics Scores

	Frequency	Percent	Valid Percent	Cumulative Percent
32.00	2	.3	.3	.3
33.00	4	.6	.6	.9
34.00	7	1.1	1.1	2.0
35.00	14	2.2	2.2	4.1
36.00	8	1.2	1.2	5.4
37.00	19	2.9	2.9	8.3
38.00	27	4.1	4.1	12.4
39.00	20	3.1	3.1	15.5
40.00	33	5.1	5.1	20.6
41.00	37	5.7	5.7	26.3
42.00	47	7.2	7.2	33.5
43.00	56	8.6	8.6	42.1
44.00	60	9.2	9.2	51.3
45.00	77	11.8	11.8	63.1
46.00	61	9.4	9.4	72.5
47.00	41	6.3	6.3	78.8
48.00	45	6.9	6.9	85.7
49.00	31	4.8	4.8	90.5
50.00	25	3.8	3.8	94.3
51.00	13	2.0	2.0	96.3
52.00	5	.8	.8	97.1
53.00	10	1.5	1.5	98.6
54.00	5	.8	.8	99.4
55.00	1	.2	.2	99.5
57.00	1	.2	.2	99.7
58.00	1	.2	.2	99.8
59.00	1	.2	.2	100.0
Total	651	100.0	100.0	

Climatic Ethics Scores

	Frequency	Percent	Valid Percent	Cumulative Percent
22.00	15	2.3	2.3	2.3
23.00	2	.3	.3	2.6
24.00	17	2.6	2.6	5.2
25.00	5	.8	.8	6.0
26.00	23	3.5	3.5	9.5
27.00	21	3.2	3.2	12.7
28.00	23	3.5	3.5	16.3
29.00	28	4.3	4.3	20.6

30.00	54	8.3	8.3	28.9
31.00	54	8.3	8.3	37.2
32.00	77	11.8	11.8	49.0
33.00	88	13.5	13.5	62.5
34.00	74	11.4	11.4	73.9
35.00	59	9.1	9.1	82.9
36.00	34	5.2	5.2	88.2
37.00	16	2.5	2.5	90.6
38.00	19	2.9	2.9	93.5
39.00	12	1.8	1.8	95.4
40.00	10	1.5	1.5	96.9
41.00	6	.9	.9	97.8
42.00	9	1.4	1.4	99.2
43.00	1	.2	.2	99.4
44.00	4	.6	.6	100.0
Total	651	100.0	100.0	

Ethics in Decision Making Scores

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 16.00	15	2.3	2.3	2.3
17.00	3	.5	.5	2.8
18.00	27	4.1	4.1	6.9
19.00	12	1.8	1.8	8.8
20.00	38	5.8	5.8	14.6
21.00	37	5.7	5.7	20.3
22.00	64	9.8	9.8	30.1
23.00	102	15.7	15.7	45.8
24.00	117	18.0	18.0	63.7
25.00	102	15.7	15.7	79.4
26.00	54	8.3	8.3	87.7
27.00	36	5.5	5.5	93.2
28.00	18	2.8	2.8	96.0
29.00	12	1.8	1.8	97.8
30.00	9	1.4	1.4	99.2
31.00	1	.2	.2	99.4
32.00	4	.6	.6	100.0
Total	651	100.0	100.0	

Behavioural Ethics Scores

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 17.00	1	.2	.2	.2
18.00	9	1.4	1.4	1.5
19.00	6	.9	.9	2.5
20.00	21	3.2	3.2	5.7
21.00	12	1.8	1.8	7.5

22.00	40	6.1	6.1	13.7
23.00	38	5.8	5.8	19.5
24.00	68	10.4	10.4	30.0
25.00	75	11.5	11.5	41.5
26.00	111	17.1	17.1	58.5
27.00	109	16.7	16.7	75.3
28.00	77	11.8	11.8	87.1
29.00	37	5.7	5.7	92.8
30.00	30	4.6	4.6	97.4
31.00	10	1.5	1.5	98.9
32.00	5	.8	.8	99.7
34.00	2	.3	.3	100.0
Total	651	100.0	100.0	

Commitment Scores

	Frequency	Percent	Valid Percent	Cumulative Percent
35.00	2	.3	.3	.3
37.00	14	2.2	2.2	2.5
38.00	6	.9	.9	3.4
39.00	7	1.1	1.1	4.5
40.00	6	.9	.9	5.4
41.00	10	1.5	1.5	6.9
42.00	6	.9	.9	7.8
43.00	9	1.4	1.4	9.2
44.00	5	.8	.8	10.0
45.00	8	1.2	1.2	11.2
46.00	17	2.6	2.6	13.8
47.00	19	2.9	2.9	16.7
48.00	20	3.1	3.1	19.8
49.00	22	3.4	3.4	23.2
50.00	30	4.6	4.6	27.8
Valid 51.00	29	4.5	4.5	32.3
52.00	21	3.2	3.2	35.5
53.00	44	6.8	6.8	42.2
54.00	59	9.1	9.1	51.3
55.00	58	8.9	8.9	60.2
56.00	34	5.2	5.2	65.4
57.00	48	7.4	7.4	72.8
58.00	37	5.7	5.7	78.5
59.00	30	4.6	4.6	83.1
60.00	19	2.9	2.9	86.0
61.00	19	2.9	2.9	88.9
62.00	17	2.6	2.6	91.6
63.00	11	1.7	1.7	93.2
64.00	14	2.2	2.2	95.4
65.00	11	1.7	1.7	97.1
66.00	9	1.4	1.4	98.5

67.00	5	.8	.8	99.2
68.00	2	.3	.3	99.5
69.00	2	.3	.3	99.8
72.00	1	.2	.2	100.0
Total	651	100.0	100.0	

Correlations

Correlations		Communicative Ethics Score	Commitment
Communicative Ethics Score	Pearson Correlation	1	.695**
	Sig. (2-tailed)		.000
	N	651	651
Commitment	Pearson Correlation	.695**	1
	Sig. (2-tailed)	.000	
	N	651	651

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

Correlations		Climatic Ethics Score	Commitment
Climatic Ethics Score	Pearson Correlation	1	.788**
	Sig. (2-tailed)		.000
	N	651	651
Commitment	Pearson Correlation	.788**	1
	Sig. (2-tailed)	.000	
	N	651	651

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

Correlations

		Ethics in Decision Making Score	Commitment
Ethics in Decision Making Score	Pearson Correlation	1	.846**
	Sig. (2-tailed)		.000
	N	651	651
Commitment	Pearson Correlation	.846**	1
	Sig. (2-tailed)	.000	
	N	651	651

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

Correlations

		Behavioural Ethics Score	Commitment
Behavioural Ethics Score	Pearson Correlation	1	.778**
	Sig. (2-tailed)		.000
	N	651	651
Commitment	Pearson Correlation	.778**	1
	Sig. (2-tailed)	.000	
	N	651	651

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

Regression**Variables Entered/Removed^a**

Model	Variables Entered	Variables Removed	Method
1	Behavioural Ethics Score, Climatic Ethics Score, Communicative Ethics Score, Ethics in Decision Making Score ^b	.	Enter

a. Dependent Variable: Teachers Commitment Scores

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.889 ^a	.789	.788	3.10215

- a. Predictors: (Constant), Behavioural Ethics Score, Climatic Ethics Score, Communicative Ethics Score, Ethics in Decision Making Score

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	23315.675	4	5828.919	605.708	.000 ^b
	Residual	6216.657	646	9.623		
	Total	29532.332	650			

- a. Dependent Variable: Teachers Commitment Scores
 b. Predictors: (Constant), Behavioural Ethics Score, Climatic Ethics Score, Communicative Ethics Score, Ethics in Decision Making Score

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.902	1.276		7.761	.000
	Communicative Ethics Score	-.742	.066	-.486	-11.287	.000
	Climatic Ethics Score	-.913	.149	-.558	-6.143	.000
	Ethics in Decision Making Score	3.593	.262	1.534	13.723	.000
	Behavioural Ethics Score	.833	.095	.345	8.757	.000

- a. Dependent Variable: Teachers Commitment Scores