CHAPTER ONE

INTRODUCTION

Background to the Study

The Nigerian education system is an instrument for both human and national development. It is a formidable tool for social change which maximizes the creative potentials and skills of individuals for self-fulfillment and general development of the society. The objectives of secondary education as indicated by the Federal Republic of Nigeria (FRN) (2013: 17), in the policy document (National Policy on Education) (NPE) are to:

i. provide holders of the basic education certificate and junior Arabic and Islamic studies certificate with opportunity for education of a higher level, irrespective of gender, social status, religious or ethnic background;

ii. offer diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles;

iii. provide trained manpower in the applied sciences, technology and commerce at sub-professional grades;

iv. provide entrepreneurial, technical and vocational job-specific skills for self-reliance, and for agricultural, industrial, commercial and economic development;

v. develop and promote Nigerian languages, art and culture in the context of worlds' cultural heritage;

vi. inspire students with a desire for self-improvement and achievement of excellence;

vii. foster patriotism, national unity and security education with emphasis on the common ties in spite of our diversity; and

viii. raise morally upright and well-adjusted individuals who can think independently and rationally, respect the views and feelings of others and appreciate the dignity of labour.

Therefore, achievement of these objectives demands effective management of secondary education and commitments from all the stakeholders working within the system (FRN, 2013). In the secondary education system, both the principals and teachers are important stakeholders that work together for achievement of education goals for national development. The principal is the administrative head, chief custodian and one who is at the peak position and helm of affairs, who oversees the day-to-day activities of the secondary school. Being the leader in the school organization, the principals, controls both the human affairs and material resources in the school. He makes sure that all the staff including teachers performs their specific tasks for accomplishment of goals in the school organization. He is primarily responsible for the smooth administration of all aspects of the school's operation. In this regards, managing education is also a function of the leadership of the school systems, including secondary schooling (Akpakwu, 2012; Chike-Okoli, 2007).

The principal's functions according to Akpakwu (2012) and Chike-Okoli (2007), includes administrative functions, staff personnel functions or tasks, students' functions, school-community relations functions, school plant functions, instructional roles, school finance to business management functions. While executing these functions, the principal should demonstrate ethical behaviours that would encourage teachers' commitment. McHenry (2009) and Akpakwu (2012) identified several dimensions of principals' work, where they are expected to exhibit ethical leadership behaviour in order to encourage teacher commitment. They include supervising teachers in the classroom, communicating effectively with the teachers, selecting and assigning duties to teachers, supporting and improving teachers' performances, evaluating teachers' performance, diagnosing teachers' areas of strengths and weaknesses, assisting to offer solution (s) to both teachers personal and instructional problems, stimulating and providing opportunities for teachers professional growth and development,

developing espirit de corps among teachers (that is, team building) and coordinating teachers work, among others. With all the above, it is important that the secondary school principal exhibits ethical leadership behaviour by maintaining high moral standards and best practices that is characterized by honesty, justice, reliability and fair play especially when dealing with staff. The principal should possess capabilities and attitudes for good human relations with the entire staff including teachers. He should also have clear knowledge of what the objectives of the school are and the means of achieving them. He should show sympathy, confidence, gregariousness, demonstrable capability to work with people and also support teachers with sound instructional leadership (Abreha, 2014; Chike-Okoli, 2007; Ensley, 2014 & Li, 2014).

The principal behaviour is expected to be guided by ethical principles as indicated by the National Association of School Psychologists (NASP) (2010) and they include: respecting the dignity and rights of all persons, showcasing professional competence and responsibility, fostering honesty and integrity in professional relations, showcasing responsibility and commitment to school, families, community and the society, maintaining professionalism, among others. As ethical leaders guided by ethical principles, school principals should be good role models for their staff by displaying ethical behaviours themselves first. This will enable their staff to adopt ethical values and norms more easily. When this happens then, teachers' commitment sets in (Eskender, 2015; Sarıkaya & Erdoğan, 2016). Nevertheless, there is growing argument that improving the quality of education for children requires many more great school leaders committed to ethical issues rather than technical efficiency as highlighted by Karaköse (2007) in his study in Dumlupinar University. In this sense, school principals are expected to demonstrate ethical behaviours through their administrative/managerial practices in leading their schools at all levels. The principal should ensure that he is guided by ethics and ethical principles when carrying out his administrative functions in the school.

The word ethics as defined by Omoregbe (2008) is concerned with the question of right and wrong in human behaviour. It deals with how people ought to behave, and why it is wrong to behave in certain ways and right to behave in certain other ways. Eskender (2015) stated that the word ethics is all about the moral values. It is a concept used to determine right and wrong behaviours and attitudes. It means deciding what is good or bad, right or wrong, just or unjust. More so, ethics involves moral principles which guide a person's action or practices. Ethics studies both wrong and right actions. All human actions which influence their performance and commitments especially in the school organization, should be guided by ethics. Ethics is therefore of utmost importance because of the question of right and wrong, good and bad in human conduct which cannot be overemphasized (Omoregbe, 2008).

Ethical leadership behaviour as defined by Eskender (2015) is demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to followers through two way communication and decision-making. According to this definition, ethical leadership behaviour is based on personal characteristics and qualities of the leader which are perceived by their employees as normatively appropriate. This definition also reflects the fact that ethical leaders consider the consequences of their decisions, and make principled and fair choices that can be observed by others. Ethical leadership behaviour is the accepted value that positively influences attitudes and conduct of employees, business unit or organizational performance of employees. In general, ethical leadership behaviour focuses on maintaining a desirable character than technical efficiency. It is the way of influencing subordinates in a way that is fair and just in order to achieve common goals (Karaköse, 2007). An ethical leader therefore, is someone who can activate his followers through his behaviour to achieve the objectives of the organization. Whereby the principal's behaviour in the school organization is guided by ethical principles,

then, teachers will work mutually to support such principal to achieve the objectives of the school. But whereby the principal engages in unethical behaviour, this will attract the attention of his staff first who then, will be exhibit negative reactions both in and outside the institution (Karaköse, 2007). It is therefore necessary that the principal should possess traits and qualities which help him to exhibit good behaviours. From the foregoing therefore, the traits and qualities of the principal are seen in his behaviour and this influences teachers' commitment to duties. In this respect, finding out the correlation between principals' ethical leadership behaviour and teacher commitment to work is particularly necessary hence the present study. Although, there are many principals ethical leadership behaviours which can be demonstrated but the present study sought to investigate the manifestation of principals' ethical instructional leadership behaviour, ethical decision making behaviour, ethical instructional supervisory leadership behaviour, ethical communication leadership behaviour, ethical collaborative leadership behaviour and ethical accountability leadership behaviour as correlates of teachers' job commitment.

Principals' ethical instructional leadership behaviour according to Akpakwu (2012) focuses attention on principals' conducts towards planning and improving instructional activities in the school, provision of resources for teachers, teacher evaluation, group dynamics - working with groups, and utilizing various supervisory techniques to ensure that instructional objectives are achieved. The supervisory techniques involves how principals conduct their classroom visit, observation, demonstration teaching, inter-visitation, educational workshops, supervisory bulletins, individual conferences, group conferences and team teaching (Akpakwu, 2012). Therefore, it is part of the responsibilities of the principal to organize and coordinate all instructional activities within the school and failure to do so is unethical. Lack of this ethical instructional leadership behaviour in the school may have negative consequences which may

lead to poor quality control in the school. Where teachers show less commitment and dedication to their duties, this affects students' academic performances and achievements. This also creates difficulties in accomplishing instructional goals and objectives.

Ethical decision making behaviour refers to the process of evaluating and choosing among alternatives in a manner consistent with ethical principles (Akpakwu, 2012). Principals' ethical decision making behaviour also focuses on principals' ability to utilize a shared decision making process to make sound decisions regarding students and staff that exercise good and rationale judgment. Tyler (2014) observed that principals should be able to exercise their moral and ethical character, be aware of all circumstances, and should be free to choose from options including standards to make the most fair and ethical decision that is in the best interest of students and teachers. Eventually, each decision-making behaviour toward moral and ethical decision-making establishes a school leader's character and generates respect, integrity, and reputation among all stakeholders in the school community (Tyler, 2014). Principal's failure to exhibit moral and ethical character in decision making may cause teachers to showcase apathy and lack of interest in executing their jobs.

Kochlar (2005) sees principals' instruction supervisory behaviour as overseeing and guiding the teaching and learning process in an academic institution. Principals' ethical instruction supervisory leadership behaviour focuses on principals' behaviour while supervising teachers during classroom instructions. This will include applying certain principles while supervising teachers in the classroom. Examples of such principles as highlighted by Osakwe (2010) are: principles of cooperation, flexibility and democracy. Failure to foster these ethical principles in supervising teachers' classroom instructions, may cause teachers to be in a devastated state that might make them not to heed to corrections pointed out during supervision.

Principals' ethical communication leadership behaviour refers to principals' use of effective open communication skills to relate to teachers in the school. Miles, Castrence and Fox (2006) opined that for efficiency in the school organization, principals as facilitators, must demonstrate such ethics like valuing transparency, flexibility and diversity while communicating to staff. However, the principals should explore principles of acceptable communication behaviour such as: being open and honest, obtaining informed consent, avoiding raising false expectations, avoiding exposing teachers to danger, putting local values, needs and concerns first. Principal's failure to exhibit ethical character in communicating with teachers in the school may cause teachers not to heed to the principals directives and instructions, among others.

Ethical collaborative leadership behaviour entails principals' conduct towards adoption of the right values, culture and principles through effective cooperation and team-based collaborations among teachers in the school. This will enable the principal to gain trust from the teachers and their commitment guaranteed also. According to Mattessich and Monsey (1992) collaborative process leadership behaviour include: keeping stakeholders at the table through periods of frustration and skepticism, acknowledging small successes along the way, helping stakeholders negotiate difficult points, and enforcing group norms and ground rules. Mattessich and Monsey further identified few factors influencing successful collaboration and ranked the following traits as the most important: mutual respect, understanding and trust, appropriate cross-section of members, open and frequent communication and sufficient funds. Principal's lack of ethical leadership collaborative behaviour can create difficulties in building team spirit and cooperation among teachers in the school. Ethical accountability leadership behaviour refers to principals' conducts towards keeping appropriate official documentations which includes accounting for all his actions to teachers in the school. Perry and Mcwilliam (2007)

posited that accountability necessitates reporting to other people and having 'a moral responsibility about what you are doing'.

Lack of ethical accountability on the part of the principal can be chaotic and disastrous in the school. It can breed crisis in the school. Teachers could begin to see the principal as someone who is authoritative in leadership and unapproachable, which can affect their commitment to duty. Altogether, principal's lack of all these ethical behaviours in his dealings with teachers in the school might impact negatively on their commitment and task accomplishment in the school, educational goal attainment, students' academic progress, achievement of instructional objectives and maintaining quality standards in the school system.

Commitment as defined by Mensah (2011) is the hard work and loyalty that someone gives to an organization. This includes ones willingness to execute tasks diligently in an organization. Becker and Reil cited in Muhammad and Mohammad (2015) defined commitment as investment in a specific career. Commitment implies an attitude reflecting the strength of the attachment between an employee and an organization (Muhammad & Mohammad, 2015). In addition, Abdeljalil and Syed (2014) defined teachers' commitment as the willingness to invest personal resources into the teaching task and thus remain in the teaching profession. Nias cited in Abdeljalil and Syed (2014) is also of the opinion that teachers are important stakeholders that implement education policies at the classroom level through the teaching and learning task. With this task on their hands, teacher commitment and engagement has been identified as the most critical factors in the success and future of education. The school organizations cannot succeed without the teachers' efforts and commitment. Highly committed teachers work towards achievements of school goals. They play important roles towards promoting students' academic achievements. They must be committed to their jobs for achievement of positive outcomes and results.

Teachers' commitment to the school organization for Abdeljalil and Syed (2014), is the major determinant of organizational effectiveness. This relates to positive behaviours which are useful for school development; teachers with high levels of professional commitment to work are less involved in activities that are harmful to the organization. Given that teachers occupy such a central and vital position in the educational system their commitment has been of paramount interest not only to educational authorities and other stakeholders but to many researchers as well. In essence, Tsui and Cheng, (1999) summarized the indices of teacher commitment to include: a strong belief in and the acceptance of the school's goals and values; a willingness to exert considerable effort on behalf of the school; and a strong desire to maintain one's membership within the school. The teacher exhibits his or her commitment to the organization in several ways which could be affective, normative and continuative (Nazari & Emami, 2012).

In the secondary school system, aspects of teacher commitment which demands that principals maintain ethical behaviours includes: their commitment to learners, commitment to the teaching profession, commitment to the society and commitment to basic human values (Nazari & Emami, 2012). In line with the above statements, Abdeljalil and Syed (2014) noted that to ensure sustained delivery of qualitative education and high standards in teaching-learning activities through effective teachers' commitment, school administrators, just as the secondary school principals, maintain ethical behaviour that will lead to achievement of goals and objectives. The principal should ensure that teachers show their willingness and commitments to execute and perform their tasks effectively for the delivery of qualitative education. This includes that principals while exercising their leadership behaviour, should maintain ethical behaviours that will ensure commitments of other employees like the teachers for high performance and productivity. From the way things are in Delta State, it looks as if

teachers' job commitment is poor. A lot of teachers do not take their job seriously. Many absent themselves from school and classroom responsibilities without substantial reasons. Teachers' commitment to work affects students' academic performances and achievements. Generally, commitment of teachers would lead to the effectiveness of a school which is largely dependent upon the type of leadership behaviour the school principals exhibits. From the foregoing, the principal and teachers are very important human resources of the school whose effective interactions can contribute immensely towards school improvement. Most importantly, ethical behaviour exhibited by the principal is essential in understanding the quality of human interactions in schools. According to Turan cited in Karaköse (2007), in a school workplace where there is a high quality of interactions among leadership and organizational members (example: teachers), subordinates will commit themselves to work harder and make their work experience more meaningful. This is only possible through the precise application of ethical principles to build the quality of human interactions in schools and to guide the staff towards mutual objectives. For this purpose, school principals should abide by ethical values. When trying to manage their institution with ethical values, discomfort at school will decrease and staff commitment will increase. Thus, school leaders have to be committed in improving relationships between members of the staff.(Eskender, 2015).

The success of any school in addressing its objectives is highly linked to the leadership behaviour of the principal. This suggests that to maintain quality services and qualitative education in Delta State, efficient leadership behaviour is necessary. The leadership behaviour when guided by ethical principles breeds high level of teachers' commitment. In the case of Delta State, going by the current difficulties in the management of schools which presents some ethical challenges, it seems as if that there is lack of ethical leadership behaviour on the part of the principal. This lack of ethical leadership behaviour has brought about these ethical

challenges such as teachers and students indiscipline, laxity in teaching and learning, corruption, among others in the schools. In the past, the lack of ethical leadership behaviour in the schools has become a matter of discourse for the Delta State government in the secondary education sector. To this end, it is expected that school principals be more ethical in leading their schools in order to positively impact on teachers' commitment for effective school administration. This equally shows that the way and manner school leaders practice their leadership role is vital to guarantee high levels of teacher commitments in the secondary schools for quality education. Given the State government efforts towards improving school administration by introducing a policy to govern principals behaviours in the administration of schools, many schools still suffer ethical problems in Delta State. The ethical leadership behaviour challenges and poor teachers' job commitment in Delta State are situations which has justified carrying out the present study. The researcher therefore is motivated to conduct an investigation to ascertain teachers' perception of principals ethical leadership behaviour as correlate of teacher job commitment in secondary schools in Delta State.

Statement of the Problem

The primary objective of every principal is to administer his school in such a way that the educational objectives are achieved. The principal as chief custodian of all administrative, academic and extra-curricular activities in the school must endeavour to perform the functions of managing staff - teaching and non-teaching, students and facilities in order to achieve instructional goals and quality education. Teachers on the other hand are one of the most important human resources in the school whose commitments will lead to achievement of the secondary education goals. Teachers in the school are supposed to play the role of locos parentis in order to reshape students for high academic achievement. Yet, it is worrisome and common in Delta State to see that there are situations where teachers show lack of

commitments in their teaching task, which seem to impact negatively on students performances. In order to effectively manage and win the teachers commitments, the principal must exhibit ethical leadership behaviour when interacting with the teachers. The ethical leadership behaviours exhibited by principals in form of their ethical instructional leadership behaviour, ethical decision making leadership behaviour, ethical instructional supervisory leadership behaviour, among others, must be acceptable to the teachers. The rate at which teachers' job commitment can be highly promoted in the school largely depends also on their perception of principals' ethical leadership behaviours. When teachers perceive their principals behaviour as being highly ethical, this can improve their job commitment. But when they perceive the principals' behaviour as unethical, this can mar their job commitment. Evidence and reports from the Delta State Ministry of Education (2008) between 2008-2018 has shown that there have been several ethical reported cases in the education sub-sector (school systems) affecting secondary school administration and teacher management.

These ethical problems exists inform of teachers and students indiscipline, corruption, malpractices, examination misconducts as a result of poor teachers' commitment to their duty and among others. As part of response to these unethical situations found within secondary school administration, the Government introduced a policy guideline on school administration in Delta State. The policy guideline was a way of regulating principals activities in the school system and praxis (established practice) for attaining and maintaining an improved standard of secondary education in Delta State. Yet, the policy could not address most of the ethical leadership behaviour problems affecting teachers' job commitment in the secondary schools. A lot needs to be done by school leadership, that is, principals to address the adverse situations for quality education to triumph in Delta State. It is however important that secondary school principals in Delta State, highly demonstrate or exhibit such ethical leadership behaviours

previously mentioned that will impact positively on teachers' job commitment. The current ethical problems and poor teachers' job commitment found within the secondary school administration in Delta State has created a vacuum and gap which needs to be filled by the present study. There goes the need to sought teachers' perception of principals' ethical leadership behaviour as correlates of their job commitment in secondary schools in Delta State, and which equally is the problem of the study.

Purpose of the Study

The purpose of this study was to examine teachers' perception of principals' ethical leadership behaviour as correlate of teacher job commitment in secondary schools in Delta State. Specifically, the study aimed at finding out teachers' perception of:

1. principals' ethical instructional leadership behaviour as correlate of teachers' job commitment in secondary schools in Delta State.

2. principals' ethical decision making leadership behaviour as correlate of teachers' commitment in secondary schools in Delta State.

3. principals' ethical instruction supervisory leadership behaviour as correlate of teachers' job commitment in secondary schools in Delta State.

4. principals' ethical communication leadership behaviour as correlate of teachers' job commitment in secondary schools in Delta State.

5. principals' ethical collaborative leadership behaviour as correlate of teachers' job commitment in secondary schools in Delta State.

6. principals' ethical accountability leadership behaviour as correlate of teachers' job commitment in secondary schools in Delta State.

7. To determine whether the correlation between teachers' perception of principals' ethical instructional leadership, decision making, instructional supervisory, communication,

collaborative and accountability leadership behaviours and teachers' job commitment in secondary schools in Delta State is significant.

Significance of the Study

The findings of this study will be of great benefit to all education stakeholders in Delta State, namely: Delta State Government and policy makers in the House of Assembly, Management of the Delta State Post Primary Education Board, public secondary school principals, teachers, students and other researchers.

Findings of this study will be beneficial to the Delta State Government and policy makers in the House of Assembly by exposing them to the realities of such ethical behaviours which principals can implore when playing their instructional and supervisory leadership role, communicating with teachers, among others, for effective school administration. From this, they can either restructure the existing policy on school administration or introduce a new policy document guiding purely principals' ethical behaviour for governing and administering of secondary schools in Delta State. The study will enable them to practically understand the way school leadership influence teachers' commitments in Delta State.

Findings of this study will be beneficial to the Management of the Delta State Post Primary Education Board that controls secondary education in the State. The findings of this study will enable them encourage principals' to exhibit ethical leadership behaviour that will improve teachers' commitment and performances in the secondary schools. Having understood the importance of ethics in school governance and administration, they can organize leadership training programmes for the principals as means of improving teachers' job commitment for proper school administration.

The finding of this study is also significant to public secondary school principals who are also important agents for effective school management in Delta State. This study is to

provide them with the realities concerning the relationship between ethical leadership behaviour and how they influence teachers' commitment in Delta State. Based on this premise, they will be guided to refrain from unethical behaviours that can mar effective school management. The study can serve as a corrective instrument and yardstick for principals to adopt, by exposing them to various ethical behaviours as regards to instructional leadership, decision making, instructional supervisory, communication, collaborative and accountable ethical behaviours necessary for effective leadership that will bring about qualitative teaching and learning for positive outcomes in the school. This study is to assist principals in building positive relationship with their teachers, students and parents for school development. Through the understanding of the relationship between ethical leadership behaviour and teachers job commitment, principals will exhibit ethical behaviours that can impact positively on their interactions with others in the school.

Teachers are also one of the important beneficiaries from the findings of this study whose commitment to duty will bring about quality improvement in the secondary school system. This is so because when principals' demonstrate ethical behaviours that will positively impact on teachers, teachers as good observers', will emulate such behaviour and also correct their ways. By correcting their ways, they become highly dedicated to their jobs for higher productivity, which brings about the best performance in teachers while carrying out their various tasks in the school.

The findings of this study will also be beneficial to students. When principals' behaviour and conduct are guided by ethical principles and considerations and teachers become highly committed, students' stand to gain and quality learning is promoted. This will avail to students' the opportunity to attain excellence and greater academic achievements.

Other researchers in education stand to benefit from this study as well. By having proper understanding of the various ethical leadership behaviours in relation to ethical instructional leadership, decision making, supervisory, communication, collaborative and accountability leadership behaviours on teachers' job commitment, this work can boost further researches in their respective fields of endeavour. The study will also serve as a resource material which can be consulted and referenced at any point in time.

Scope of the Study

The scope of this study was limited to finding out teachers' perception of principals' ethical leadership behaviour as correlates of teachers' job commitment in secondary schools in Delta State. The content scope of this study covered teachers' perception of principals' ethical instructional leadership behaviour, decision making behaviour, instruction supervisory behaviour, communication, collaborative and accountability behaviour as correlates of teachers' job commitment in secondary schools in Delta State. The study also determined whether the correlation between these principals' ethical leadership behaviours and teachers' job commitment in secondary schools in Delta State is significant or not. The geographical scope of this present study was delimited to all the public secondary schools within the 25 Local Government Areas (LGAs) in Delta State. Only secondary school teachers were involved in the study.

Research Questions

The following research questions were raised to guide this study:

1. What type of correlation exists between principals' ethical instructional leadership behaviour and teachers' job commitment in secondary schools in Delta State?

2. What type of correlation exists between principals' ethical decision making leadership behaviour and teachers' job commitment in secondary schools in Delta State?

3. What type of correlation exists between principals' ethical instruction supervisory leadership behaviour and teachers' job commitment in secondary schools in Delta State?

4. What type of correlation exists between principals' ethical communication leadership behaviour and teachers' job commitment in secondary schools in Delta State?

5. What type of correlation exists between principals' ethical collaborative leadership behaviour and teachers' job commitment in secondary schools in Delta State?

6. What type of correlation exists between principals' ethical accountability leadership behavoiur and teachers' job commitment in secondary schools in Delta State?

7. What type of correlation exists between principals' ethical instructional leadership, decision making, instruction supervisory, communication, collaborative and accountability leadership behaviours and teachers' job commitment in secondary schools in Delta State.

Hypotheses

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

1. There is no significant correlation between principals' ethical instructional leadership behaviour and teachers' job commitment in secondary schools in Delta State.

2. There is no significant correlation between principals' ethical decision making leadership behaviour and teachers' job commitment in secondary schools in Delta State.

3. There is no significant correlation between principals' ethical instruction supervisory leadership behaviour and teachers' job commitment in secondary schools in Delta State.

4. There is no significant correlation between principals' ethical communication leadership behaviour and teachers' job commitment in secondary schools in Delta State.

5. There is no significant correlation between principals' ethical collaborative leadership behaviour and teachers' job commitment in secondary schools in Delta State.

6. There is no significant correlation between principals' ethical accountability leadership behaviour and teachers' job commitment in secondary schools in Delta State.

7. There is no significant correlation between principals' ethical instruction leadership, decision making, instruction supervisory, communication, collaborative and accountability leadership behaviours and teachers' job commitment in secondary schools in Delta State.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Several scholarly works as they related with the present study on teachers' perception of principals' ethical leadership behaviour as correlate of teachers job commitment in Delta State were discussed in this chapter. The chapter was further divided into the following sub-headings:

Conceptual Framework

Principal

Ethics

Leadership Behaviour

Ethical Leadership Behaviour

Teachers Commitment

Theoretical Framework

Utilitarianism Theory of Ethics by Jeremy Bentham

Transformational Leadership Theory by James MacGregor Burns

Two-Factor Theory by Frederick Irving Herzberg

Theoretical Studies

Ethical Principles guiding Leadership Behaviour in Schools

Rationales for Ethics in Secondary School Leadership in Delta State

Importance of Ethical Leadership for Teacher Commitment in Secondary Schools in Delta State

Characteristics of Ethical Leaders

Types of Leadership Behaviours

Policy Guidelines on School Administration and Leadership in Delta State Guiding Leadership Behaviour for Maintenance of Ethical Standards by School Administrators

Principals' Ethical Leadership Behaviour as Correlate of Teachers' Job Commitment in the Nigerian Secondary School System:

Principals' Ethical Instructional Leadership Behaviour as Correlate of Teachers' Commitment

Principals' Ethical Decision Making Leadership Behaviour as Correlate of Teachers' Commitment

Principals' Ethical Instructional Supervisory Leadership Behaviour as Correlate of Teachers' Commitment

Principals' Ethical Communication Leadership Behaviour as Correlate of Teachers' Commitment

Principals' Ethical Collaborative Leadership Behaviour as Correlate of Teachers' Commitment

Principals' Ethical Accountability Leadership Behaviour as Correlate of Teachers' Commitment

Empirical Studies

Studies on Principals Leadership Behaviour

Studies on Teachers' Commitment

Studies on Principals Ethical Leadership Behaviour

Summary of Review of Related Literature

Conceptual Framework

Principal

In every secondary school organization, there is always a person at the helm of affairs or leadership called principal. The term principal as described in Chike-Okoli (2007) is the leader of the school, who is involved in the control of human and material resources of the school. His position is at the top of the administrative ladder of the secondary school. A principal is someone that shows the way or influences someone or people to do things or think in a particular way or to contribute voluntarily to the achievement of group tasks in a given situation. This the principal achieve through an effective leadership style and ethical leadership behaviour. He or she should have a philosophy of life, personal traits and qualities that lead to action with desirable character and which seems to be of benefit to him or her and others in bid for successful career as principal of the school (Chike-Okoli, 2007). According to Dictionary.com (2016), the word principal stems from 'prīncipālis', a word meaning 'first, chief'. A principal is the head of a school. A principal is a chief or head, particularly of a school. Principal can also be used as an adjective meaning first or highest in rank, importance, or value. It is used in reference to a person who is in leadership or to describe the importance of something.

Akpakwu (2012) sees the principal as the single administrative and academic head, who is responsible for the operation of the school. The principal carries out administrative and instructional functions in the school. The Free Dictionary by Farlex (2003) gave several definitions of who a principal is as: the first or highest in rank or importance. One who holds a position of presiding rank, especially the head of an elementary school, middle school, or high school. The principal is also a person having prime responsibility for an obligation as distinguished from one who acts as surety or as an endorser. The person is primarily liable to

fulfill an obligation. A principal is a chief or head, that is, **t**he head or director of a secondary school or college. A principal is person who is in charge of a school or other educational institution. A principal is someone who is the leader of an entire community within a school. He or she is responsible for managing the major administrative tasks and supervising all students and teachers. They are also known as head masters in some countries, as well as a few select schools in the United States.

Macdonald (1999) describing who a principal in the school organization is, pointed out that the principal in the school must carry out certain responsibilities in order to promote healthy environment that will aid teachers commitment like: improving school buildings and teachers' accommodation; increasing teacher responsibility for educational decisions; increasing parental and community support; promoting collegial relationships among teachers; providing teacher support and recognition; and providing teacher counseling and medical care. According to Chike-Okoli (2007) the major roles of the principal include: improving educational programme, selecting and developing personnel, working with the community and managing the school. Others include: acting as the chief clerk responsible for keeping of school records, and also as accounting officer in charge of resources, school funds and facilities.

Most times, the principal, shares decision-making responsibilities with teachers and students in order to promote effective administration of the school. In playing these roles, the principal is seen from different perspectives, as the leader in school organization, chief executive, supervisor of the school, the manager, school climate developer and a change facilitator (Chike-Okoli, 2007). A principal however, as described in the present study is one individual who by virtue of his or her position directs, co-ordinates, controls and manages teaching and learning activities, including the affairs of students, teachers and other non-teaching staff in the secondary school organization. A principal in essence is an individual and

chief custodian in administration, who leads others in the school organization and who also engages in the process of enlisting and guiding the talents and energies of teachers, pupils, and parents toward achieving common educational aims. Therefore, to efficiently guide teachers towards their commitment in the school, the principal must be guided by the principles, rules and standards which are mostly demonstrated through ethical leadership behaviour and practices.

Ethics

The word ethics according to Omoregbe (2008) is concerned with the question of right and wrong in human behaviour. It deals with how men ought to behave, and why it is wrong to behave in certain other ways. In other words, ethics studies the reasons why certain kinds of actions are morally wrong and why other kinds of actions are morally right and commendable. Ethics is the systematic study of the norms of human behaviour whose purpose of studying is to ensure that human behaviour conforms to them. Hence the British philosopher Thomas Hobbes cited in Omoregbe (2008) defines ethics as the science of virtue and vices which deals with morals of good and bad or right and wrong. Therefore, the study of ethics looks at the principles of morality whose function is to guide human conduct along the line of moral law. It is the branch of knowledge that deals with moral principles (Omoregbe, 2008). According to Hoy (2005), Lyon (1999) and Singer (2000), ethics is a branch of philosophy that involves systematizing, defending, and recommending concepts of right and wrong conduct. The term ethics derives from the Ancient Greek word ἠθικός ethikos, which is derived from the word ἦθος ethos (habit, custom). The branch of philosophy axiology comprises the sub-branches of ethics and aesthetics, each concerned with values. As a branch of philosophy, ethics investigates the questions 'What is the best way for people to live?' and 'What actions are right or wrong in particular circumstances'? In practice, ethics seeks to resolve questions of human

morality by defining concepts such as good and evil, right and wrong, virtue and vice, justice and crime. It is the study of the general nature of morals and of the specific moral choices to be made by a person. As a field of intellectual enquiry, moral philosophy also is related to the fields of moral psychology, descriptive ethics, and value theory. Richard William Paul and Linda Elder cited in Singer (2000) defined ethics as a set of concepts and principles that guide us in determining what behaviour helps or harms sentient creatures.

To Phaneuf (2009), ethics is all about choosing the right actions. An action is carried out by a certain actor with a certain intention. This action then leads to certain consequences. An action is therefore morally right if it is in agreement with moral rules and norms. In regards to the above statements, there are certain actions which would be condemned by all as morally wrong and which ought not to be done by anybody, for example, armed robbery, stealing, neglect of one's duties, dishonesty, bribery and corruption, embezzlement of public funds, among others. Even those who indulge in such actions agree that they are wrong actions which are morally wrong, hence they try to escape and avoid being caught (Omoregbe, 2008). In the school setting, principals as chief custodian in the school should desist from such morally actions that are wrong (unethical behaviour) which have serious implication for school administration in terms of other staff commitment. The term ethics as defined by the researcher within the context of this study are principles, moral standards, rules and standards of behaviour that guides one's or individual conduct for achievement of positive results in the organization. This includes conforming to accepted standards of conduct. It is therefore ethical when principals demonstrate good moral conducts and behaviour that will ensure effective school administration.

Leadership Behaviour

Behaviour generally refers to ones attitudes, conducts and expressions towards others. UNESCO (2000) gave several definitions of behaviour as the way in which an individual behaves or acts. It is the way an individual conducts herself or himself. It can be seen in reference to societal norms, or the way in which one treats others or handles objects. Behaviour, therefore, is the way an individual acts towards people, society or objects. It can be either bad or good. It can be normal or abnormal according to the society's norms. Society will always try to correct bad behaviour and try to bring abnormal behaviour back to normal. Behaviour is every action by a person that can be seen or heard. Behaviour must be defined in a way that is both observable and measurable so that everyone working with the principal has a good understanding of what the behaviour looks like and sounds like. It is the range of actions and mannerisms made by individuals, organisms, systems, or artificial entities in conjunction with themselves or their environment, which includes the other systems or organisms around as well as the (inanimate) physical environment (Alberto & Troutman, 2003).

Leadership is the process of influencing the activities of an organized group towards goal achievement. Leadership is interpersonal influence, exercised in a situation, and directed, through the communication process, toward the attainment of a specified goal or goals. Leadership as described by Northouse (2007) is a process whereby an individual influences a group of individuals to achieve a common goal. Northouse further defining leadership explained that it involves the following: (a) Leadership is a process, (b) leadership involves influencing others, (c) leadership happens within the context of a group, (d) leadership involves goal attainment, and (e) these goals are shared by leaders and their followers. Viewing leadership as a process means that leaders affect and are affected by their followers either positively or negatively. It stresses that leadership is a two-way, interactive event between

leaders and followers rather than a linear, one-way event in which the leader only affects the followers (Northouse, 2007). Leadership is about influence, that is, the ability to influence your subordinates, your peers, and your bosses in a work or organizational context. Without influence, it is impossible to be a leader.

Leadership operates in groups. This means that leadership is about influencing a group of people who are engaged in a common goal or purpose. Leadership includes the achievement of goals. Therefore, leadership is about directing a group of people toward the accomplishment of a task or the reaching of an endpoint through various, ethically based means. Leaders and followers share objectives. Leadership means that leaders work with their followers to achieve objectives that they all share. Establishing shared objectives that leaders and followers can coalesce around is difficult but worth the effort. Leaders who are willing to expend time and effort in determining appropriate goals will find these goals achieved more effectively and easily if followers and leaders work together. Leadership behaviour therefore entails a pattern of behaviour leaders should endeavour to exhibit.

Mosadeghrad (2003) viewed leadership behaviour as a series of attitudes, characteristics and skills used by a manager in different situations in accordance with individual and organizational values. Managers use different behaviours in different situations with different subordinates to motivate them to perform at their utmost potential. Several studies have been conducted to examine the impact of leadership behaviours on organizational outcomes (Kreitner & Kinicki, 2008). Likewise, leadership theories have proposed several leadership behaviours such as: being cooperative and collaborative, ensuring effective communication among staff, supportive to staff and students, encouraging participatory decision-making process among many others. But there is consensus among researchers that a particular leadership behaviour will yield result in a particular situation (Mosad & Yarmohammadian, 2006). Nevertheless, the

achievement of organizational goals largely depends on managers and their leadership behaviour. The use of a particular leadership behaviour by manager affects both job satisfaction and productivity of the employees. The school has been established to achieve certain goals and part of leadership responsibility is to employ or device means towards achieving these goals. The leader has to demonstrate certain ethical behaviour through some managerial practices and leadership styles which will enable other workers get committed and channel their efforts towards the realization of school objectives and positive outcomes. Supporting the above statements, Sliverthrone (2001) stated that a leader provides necessary direction and support to subordinates through his behaviour in order to achieve individual as well as organizational goals. However, leadership behaviour as defined by the researcher are those managerial styles, practices, attitudes, conducts and actions employed and demonstrated by principals in order to actualize goals in the school system. The kind of behaviour or actions exhibited and demonstrated by the school leadership will determine whether followers like the teachers will get committed or not for high performance in their jobs.

Ethical Leadership Behaviour

Being ethical involves one's ability to maintain good moral standards, principles and conducts when relating or dealing with others. It involves the ability to maintain rules or standards governing the conduct of a person or the members of a profession. According to the Cambridge Dictionary (2017), ethical relates to beliefs and practice about what is morally right and wrong. According to the Merriam Webster Dictionary (2017) ethical means conforming to a standard of what is right and good. This includes moral which implies conformity to established sanctioned codes or accepted notions of right and wrong. Ethical may also suggest the involvement of more difficult or subtle questions of rightness, fairness, or equity. Virtuous implies moral excellence in character. Righteous stresses guiltlessness or blamelessness and

often suggests the sanctimonious (Merriam Webster Dictionary, 2017). Josephson (2001) referred to ethical behaviour as standards or codes of conduct that tell individuals how they should behave based on moral duties and virtues that are derived from principles of right and wrong. It includes how a person behaves in different situations, which involve two things of: firstly, ability to discern right from wrong. Secondly, it includes a commitment to do what is good and proper. Singer (2000) opined that ethical leadership behaviour can be understood as the leader's capacity to think critically about moral values and direct our actions in terms of such values, which is a generic human capacity. It is concerning what a principal is obligated (or permitted) to do in a specific situation or a particular domain of action.

Ethical leadership behaviour can also be defined as leadership that is directed by respect for ethical beliefs and values and for the dignity and rights of others. It is thus related to concepts such as trust, honesty, consideration, charisma and fairness (McQueeny, 2006; Reilly, 2006). The Centre for Ethical Leadership (CEL, 2013) opined that ethical leadership behaviour involves leading in a manner that respects the rights and dignity of others; a concept that is at times in direct conflict with more traditional models of leadership. In the past, the main goal of leadership has been to increase production or productivity and profits. However, in the 21st Century this view has begun to slowly diminish as more organizational development and human resources experts assert that leaders also have the responsibility for ensuring standards of moral and ethical conduct. Good ethical leadership then, refers not only to competence, but to ethics that transform organizations and people's lives. Ethical leadership behaviour however demands for one or an individual to know and express the core values and having the courage to live with them in all parts of one's life in service of the common good. Often there is no simple answer as to whether something is right or wrong as ethical issues tend to be multi-faceted. Possible solutions may appeal to some ethical principles and not others, just as they may benefit

certain groups of people and not others. Ethical leadership behaviour cannot be based on "what society accepts" because people's behaviour may deviate from what is ethical and societies may condone unethical behaviour (such as withholding vital medical treatment from certain groups of people or even trying to eliminate certain groups of people altogether). In this sense, society is understood as state actions or decisions that are more or less supported or tolerated by citizens. However, whole populations are seldom if ever all in agreement on ethical issues. If by "society", the whole population is intended, then it would be necessary to carry out a survey to find out what they think about each ethical issue and as people tend to be divided on numerous issues, this would be impractical and inconclusive (Alzheimer Europe, 2013). In essence, ethical leadership behaviours generally deals with evaluating whether practices exercised by employees, leaders and organizations as a whole can be considered morally acceptable (Eerrell, F'raedrich & Ferrell, 2008 cited in Phaneuf, 2009). In general terms, both leaders fulfill two different functions. They should be able to provide social and emotional support to the group by listening, acknowledging, team building, and supporting other members in the group. This is referred to as social-emotional support.

The second factor is to provide direction and assistance to the group in accomplishing their tasks. Successful leaders have the ability to identify and apply the appropriate strategy at the right time. A group that is confused about the goals of the organization, for example, will not respond well to a social-emotional approach, nor will a group that is experiencing internal conflict and in need of team building skills respond very positively to a request to improve individual performance (Nader, 2015). From all the foregoing, ethical leadership behaviour as described in the present study requires that the school leadership (that is, the principal) effectively put into practice by demonstrating sound ethical morals, values and conducts such as

building trust, transparency, participatory decision making, team building and collaborations in dealing with subordinate staff members in the organization.

Teachers Commitment

Teachers are part of the essential human resources found within the school environment. Their commitment counts greatly when considering achieving positive output in the school. Commitment involves assuming one's responsibility for choice and acting intentionally in the organization (Choi &Tang, 2011). Commitment in general refers to one's level of involvement and attachment in the organization. In schools where teachers are committed, there is a positive effect on students' achievement. Commitment describes an outcome in which one agrees with a decision or request and makes a great effort to carry out that decision or request effectively (Yukl, 2006). Moreover, Sood and Anand (2011) cited in Delima (2015) presumed that commitment was supposed to be a normal component of teaching from its very start. They highlighted the necessity for quality teacher education in relations to competency based and commitment oriented teacher education. If teachers purchase professional competencies and high commitments, it will result in sound teacher performance. It is assumed that in the functional sense, professional commitment on the part of teachers basically entails not only in exploiting their best for introducing trainees (students) to the competencies that they would need as teachers in school, but also practically motivating them to instruct values of the teaching profession.

In this regards, teacher commitment as defined by Khoza (2004) is a psychological state that characterizes a teacher's relationship with his or her profession, and has implications for the decision to remain involved with it. Further defining teacher commitment Khoza sees it as the strength of a person's identification, dedication and involvement with a particular job. It is regarded as something that determines whether a person will leave or remain in a particular

profession. A teacher who is affectively committed strongly identifies with the goals of the school and desires to remain a part of it. A teacher who is committed to students makes efforts to create a supportive learning climate in the classroom. Such teacher is highly dedicated to student affairs. Again, teachers' commitment is also regarded as a power or quality needed to approach stress and change. It includes factors such as honesty, responsibility, and tolerance for fallibility (Choi &Tang, 2011). Similarly, Celep (2001) opined that teacher commitment is highly associated to teachers work performance in dealing with learners accomplishments since students is the most essential element in the educational institution. A committed teacher always marks every struggle to the progress of students by providing them a quality learning environment. A committed teacher, by means of making operative involvement to the accomplishment of students, endeavours their students to be well-educated in their community where they live. It should be renowned that student accomplishment intensely rest on teacher commitment.

Celep further strained that low level of teachers' commitment lessens students' accomplishment. Studies that engaged in teachers' commitment have proven that such improves school quality. Moreover, Sood and Anand (2011) study cited in Delima (2015) found that commitment makes teachers feel that: they are happy to spend the rest of their career with their organization; the organization problems are their own; emotionally attached to the organization; part of the family; this organization has a great deal of personal meaning to them; be identified as part of their organization; involved in the organization; and feel to accept the values shown by their superiors. The finding matches the enunciation of Magdalena (2009) who stated that affective commitment is centered on the individual's identification with and participation in the organization. It is an emotional commitment where individuals that are in an excessive agreement affectively linked to the organization stay with it since they want to. Dannetta (2002)

opined that teacher commitment has been emphasized in three broad categories. The first is the commitment to the organization. Organizational commitment definitions include the belief in and acceptance of organizational goals and values; willingness to exert effort on the organization's behalf; and a desire to remain in the organization. Second, there is commitment to the teaching profession. Commitment to the profession is generally the degree to which one has a positive, affective attachment to one's. The third type is commitment to student learning. Commitment to student learning focuses on the degree to which teachers are dedicated to student learning, regardless of the other issues that may be involved (e.g., academic difficulties, social background) (Dannetta, 2002). However, there are several types of teachers' commitments and these include: affective teacher commitment, normative teacher commitment and continuance teacher commitment (Delima, 2015). In the present study therefore, teacher commitment is seen as work attitude, loyalty, interest and behaviour of teachers towards accomplishing their teaching task for positive outcomes. It includes the way teachers are dedicated, highly engaged, involved and show responsibility while executing their teaching task for high performance and productivity.

Theoretical Framework

The present study has been formed under the foundation of three theories. These theories are connected to the present study and they include:

a. Utilitarianism Theory of Ethics by Jeremy Bentham (1748—1832)

b. Transformational Leadership Theory by James MacGregor Burns (1978)

c. Two-Factor Theory by Frederick Irving Herzberg (1959)

Utilitarianism Theory of Ethics by Jeremy Bentham (1748—1832)

Jeremy Bentham was known as the father and founder of the Utilitarian Theory of Ethics written in 1780 but published in 1789. He was an English philosopher and political radical

primarily known today for his moral philosophy, especially his principle of utilitarianism which evaluates actions based upon their consequences. Although, the utilitarian philosophy originated from Jeremy Bentham, but this theory was substantially modified by his successor John Stuart Mill, who popularized the word 'Utilitarianism' in 1861. Utilitarianism is a normative ethical theory that places the locus of right and wrong solely on the outcomes (consequences) of choosing one action over other actions. As such, it moves beyond the scope of one's own interests and takes into account the interests of others. That is doing 'good' to get positive results and doing 'bad' to get negative results. Utilitarianism is an ethical theory which states that the best action is the one that maximizes utility. The theorist believes that the value of a thing or an action is determined by its utility, meaning, pleasure or happiness.

Utility, according to Bentham, is the moral standard which is a criterion or yardstick with which good actions are distinguished from bad actions. Utility to Bentham also refers to that property in any object, whereby it tends to produce benefit, advantage, pleasure, good, or happiness...or...to prevent the happening of mischief, pain, evil, or unhappiness. Bentham viewed every single human conduct from the angle of utility. Utility was defined on the basis of 'pleasure and pain'. He also viewed the actions of the leaders on the basis of Utilitarian principle. The utilitarian approach, also called utilitarianism, is essentially a moral principle that asserts that morally correct actions are those that provide the greatest volume of benefits over harms for the majority of people. Furthelmore, the principle of utility states that actions or behaviours are right in so far as they promote happiness or pleasure, wrong as they tend to produce unhappiness or pain. To do good and avoid evil therefore means to seek pleasure and avoid pain. Utilitarianism to the theorist is in fact the ultimate basis of all ethical theories, for it underlies really the only standard of right and wrong than other ethical theories. Therefore, the utilitarianism theory of ethics applies and is also related to the present study based on the fact

that it focused on ethics – that is right and wrong actions of leadership. In the secondary school system, this theory urges principals to explore good practices that will be pleasurable for the staff to yield positive results. The theory therefore judges principals' ethical leadership behaviour on what is right and wrong, good and bad, pleasure and pain. Every good actions or practices which constitute pleasure should be promoted in the school environment, while actions or practices which cause pain should be totally avoided. This is so because they can either positively or negatively impact on other people (like the teachers) performance in the school. Teachers by nature are pleasurable animal as identified by the utilitarianism theory, cannot be committed to the teaching task in an environment that cause them pain.

Principals' should demonstrate good ethical behaviour that will create happiness in order to lure teachers to get committed to work as highlighted by Jeremy Bentham ethical theory and his disciple James Stuart Mill, that all action should be directed toward achieving the greatest happiness for the greatest number of people. Utilitarian theory of ethics in essence, propagates that a person's act is morally right if and only if it produces at least as much happiness as any other act that the person could perform at that time. This shows that school leadership ethical behaviour can impart on the way and manner teachers are committed to their duty. In regards, the theory has been adopted for the present study. This theory focuses on ethics (what is morally right and wrong) but fails to recognize the aspect of various school leadership behaviours and teacher commitment, this has deemed it necessary for other two theories.

Transformational Leadership Theory by James MacGregor Burns (1978)

James MacGregor Burns is considered as the father of the transformational leadership theory proposed in 1978. Transformational leadership theory is among the theory of relationship which identify the relationship between leaders and the followers at the workplace. Burns thought transformational leadership is different, as it engages the leader to form a

relationship with the subordinates and ensure it motivates them and improves their moral behaviour. Transformational leadership is equally a process in which leaders and followers help each other to advance to a higher level or morale and motivation. This is a style of leadership where a leader works with subordinates to identify needed change, creating a vision to guide the change through inspiration, and executing the change in tandem with committed members of a group.

Transformational leadership serves to enhance the motivation, morale, and job performance of followers through a variety of mechanisms; these include connecting the follower's sense of identity and self to a project and to the collective identity of the organization; being a role model for followers in order to inspire them and to raise their interest in the project; challenging followers to take greater ownership for their work, and understanding the strengths and weaknesses of followers, allowing the leader to align followers with tasks that enhance their performance. In order to influence subordinates work, Burns further identified four components which will create the framework for transformational leaders and they are: idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. These four became known as the 'four Is' of the leadership style. Under idealized influence, leadership rests on the idea of individual charisma. The key reason this leadership style works is due to the assumption that leaders can use their own example as a motivator for specific behaviour. Because the leader 'practices what he preaches', the subordinates will follow his or her example. The leader is able to show conviction regarding the vision he sets out; he or she remains loyal to the cause and is willing to put him or herself on the firing line. This kind of behaviour resonates with the subordinates on an emotional level and they start viewing the leader as a role model. Through this concept of idealized influence, the transformational leader can start building relationships, which are based on trust and respect. By

taking risks, following his or her core values and convictions, and showing strong moral ideals, the leader will begin to develop a sense of confidence from the subordinates that he or she is serious. This begins the process of internalizing the leader's ideals and emulating the behaviour. Inspirational motivation focuses on leadership ability to inspire others. This component requires the leader to show confidence towards subordinates and support to help them achieve the goals through focus on self-development. Leadership achieves this through a framework that sparks confidence, motivation and make subordinates have a clear sense of purpose.

A clear vision provides the leadership the tools to outline with clarity what actions are necessary and why they can help the team reach the desired goal. Due to the lucidity in the purpose, the subordinates are constantly aware of what is required of them and what their personal purpose within the bigger picture is. This provides the subordinates with a sense of meaning, while also setting them challenges to achieve the objectives. The idea is that by creating a sense of purpose, the subordinates are more willing to work, especially when they understand what the goal is. Intellectual stimulation, leadership has to deal with leaders' ability to stimulate subordinates through shared decision-making and innovation. Subordinates are free and encouraged to solicit ideas without the fear of critique under this system. Instead of stating that a certain approach is wrong, the leader aims to change the way subordinates think about a problem and to see the different ways they could overcome the issues facing them. Here, leadership aims to enhance creativity and it actively seeks to promote autonomy and shared responsibility. Finally, the last component of the theory is individualized consideration. Transformational leadership framework celebrates team effort, but it also understands the contributions of individuals. Furthelmore, the leader should acknowledge the subordinates' personal needs and desires, both professionally and in private life. In achieving this, leadership should spend time teaching, mentoring and coaching subordinates for his leadership to work.

The theory however borrows from participative leadership theory in the sense that it realizes people are motivated by different things. One approach does not fit all and if the leader wants to get the most out of his or her subordinates, then there must be consideration for these specific needs. In regards, leadership must possess certain qualities and among them include: openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism/emotional stability.

Such qualities according to Burns will enable leadership expand a follower's portfolio of needs; transform a follower's self-interest; increase the confidence of followers; elevate followers' expectations; heighten the value of the leader's intended outcomes for the followers; encourage behavioural change; and motivate others to higher levels of personal achievements. Therefore, the transformational leadership theory is applicable to the present study because of its focus on leadership behaviour, conducts and practices. This theory provided leadership practices and conducts which are components of human behaviour that can influence workers commitment in an organization. Take for instance in the secondary school system where the principal is a transformational leader, such person through his actions will inspire and motivate workers to get committed to work, as such leaders play exemplary role by acting as a role model. With the attribute and qualities possessed by such leaders, they gain respect; trust and faith from their subordinates (workers) which encourage workers into making personal sacrifices for goal accomplishment in the organization. This theory however connects to the present study because of it focus on leadership behaviour and practices applicable to promote workers commitments. The theory explains through the four components, various practices, behaviour leaders can apply to motivate workers to work. In the secondary school system, this theory urges principals to apply practices which will get works committed to their duties. This theory in regards makes room for the third theory which focused more on workers commitment.

Two-Factor Theory by Frederick Irving Herzberg (1959)

The Two-Factor theory also called the Motivation-Hygiene or Dual-Factor theory was proposed by a psychologist popularly known as Frederick Irving Herzberg in 1959. Herzberg as one of the behavioural scientist studied factors which affected workers commitment by determining their basis of satisfaction and dissatisfaction. Frederick Herzberg's theory of motivation identifies two sets of factors that cause an employee to experience job satisfaction or dissatisfaction. Herzberg called the factors that make employees feel dissatisfied the hygiene factors; he called the factors that make employees feel satisfied the motivators. Herzberg believed that these two sets of factors act independently of each other to influence employees' commitment to work. The theory deals with satisfaction and dissatisfaction in jobs which are not affected by the same set of needs, but instead occur independently of each other.

Herzberg called the motivating factors which are intrinsic to the job and caused satisfaction, motivators; while those factors which are extrinsic to the job and caused dissatisfaction are the hygiene factors. Herzberg described the growth factors (or motivators) as achievement, recognition for achievement, the work itself, responsibility, and growth or advancement, which are intrinsic. Intrinsic factors include orientations toward money, recognition, competition, and the dictates of other people, and the latter includes challenge, enjoyment, personal enrichment, interest, and self-determination. Factors that affect employee satisfaction, or motivators, are intrinsic to an employee's work. Motivators influence how an employee feels while performing a job and are more closely related to job commitment and performance. Herzberg opined that such extrinsic factors which affect employee dissatisfaction-avoidance, or hygiene factors, have to do with the external work environment. These factors could be anything from compensation, supervision, company policy and administration, working conditions, fringe benefits, status, interpersonal relationships, to a reasonable level of

pay and job security. The hygiene factors only influence an employee's level of dissatisfaction and do not directly motivate an employee to perform at a high level or get committed to the job. This extrinsic factor refers to doing something because it leads to a distinct outcome. The idea is that hygiene factors will not motivate, but if they are not there, they can lower motivation. Motivational factors will not necessarily lower motivation, but can be responsible for increasing motivation. These factors could involve job recognition, potential for promotion or even the work in itself.

The question there is how can managers motivate employees to get committed to their functions and perform at the highest level of their abilities? Many researchers have tried to answer this question with a variety of theories and models. Unfortunately, no single theory can explain how to motivate all employees in every situation. But many theories do shed light on some of the key elements involved in employee motivation and level of commitment. One of such theory is Herzberg's two factor theory. To get the best out of employees, they should be motivated through leading by example, better means of communication, strengthen collaborations at workplace, empower employees, offer opportunities for their advancement through delegation and promotion, and provide incentives for them. All the above is achievable through ethical leadership behaviour and practices. Herzberg two-factor theory is further illustrated in a diagram in figure 1.

Figure 1: Herzberg Two-Factor Principle
Retrieved from https://media.licdn.com/mpr/mpr/shrinknp_800_800/

From all the foregoing, this theory is applicable to the present study whose focus is on principals' ethical leadership behaviour and teacher commitment. The theory proposed that the presence of motivators and hygiene factors will make employees' committed and perform better in the job. In the school system, principals' leadership behaviour fall under the category of hygiene factors, whereby principals' fail to use effective practices through effective instructional leadership, supportive supervision, building collaborations and team work, participatory decision making and proper accountability, this can have negative influence on teachers' commitment. Whereby principals' recognize these factors in the school, this will positively influence teachers' commitment. This theory therefore has been adopted for the present study.

All the three theories reviewed formed a strong base for the present study. They share relationship with the current study in three aspects of ethics, leadership behaviour and teacher commitment. This has inspired the researcher to use them in order to build the foundation of the present study.

Theoretical Studies

This section of the work examined some scholarly works, literature and comments concerning the study. The literature discussed under this section exposed how they were related

to the present study. In this section, the following were discussed under various sub-sections: ethical principles guiding leadership behaviour in schools rationales for ethics in secondary school leadership in Delta State; importance of ethical leadership for teacher commitment in secondary schools in Delta State; characteristics of ethical leaders; types of leadership behaviours; policy guidelines on school administration and leadership in Delta State for maintenance of ethical standards by school administrators; and the relationship between principals' ethical leadership behaviour and teachers' commitment in the Nigerian secondary school system.

Ethical Principles guiding Leadership Behaviour in Schools

The National Association of School Psychologists (NASP) (2010:3) identified four basic principles for professional ethics which should also guide leadership behaviour and conduct in the school system. These principles have been summarized accordingly as:

I. **Respecting the Dignity and Rights of All Persons:**

School leadership should engage only in professional practices that maintain the dignity of all individuals. In their words and actions, school leadership demonstrate respect for the autonomy of persons and their right to self determination, respect for privacy, and a commitment to just and fair treatment of all persons.

II. **Professional Competence and Responsibility:**

Beneficence, or responsible caring, means that the school leadership acts to benefit others. To do this, school leadership must practice within the boundaries of their competence, use scientific knowledge from educational management to help clients and others make informed choices, and accept responsibility for their work. They should be responsible for school-based work record keeping and use of materials.

III. **Honesty and Integrity in Professional Relationships:**

To foster and maintain trust, school leadership must be faithful to the truth and adhere to their professional promises. They are forthright about their qualifications, competencies, and roles; work in full cooperation with other professional disciplines to meet the needs of students and families; and avoid multiple relationships that diminish their professional effectiveness.

IV. **Responsibility to Schools, Families, Communities, the Profession, and Society:**

School leadership should promote healthy school, family, and community environments. They maintain the public trust in school leadership by respecting law and encouraging ethical conduct. School leadership should advance professional excellence by mentoring less experienced practitioners and contributing to teaching and supervision. Leadership should accept responsibility to monitor their own conduct and the conduct of others to ensure it conforms to ethical standards. Similarly, Sunar and Tabancali (2012) quoting the American Association of School Administrators (AASA) whose mission is developing and supporting school administrators to have qualified education for students; listed ethical principles for school administrators in 2007 as follows:

1. Put their prior role is good for their students.

2. Perform in professional responsibilities like honestly and truly; and always act honestly.

3. Protect and support all individuals' citizenship and human rights.

4. Behave appropriately according to district, State and country's rules.

5. Apply managerial rules and regulations in accordance with education policies at school.

6. Look for appropriate ways to take precautions to improve law, policy and arrangements which are not consistent with educational purposes.

7. Avoid using his professional situation to provide political, social, and economical or personal profits.

8. Accept only academically degrees taken from authorized institution or vocational certificates.

9. Maintain professionalism by doing research to protect standards and increase managerial effectiveness.

10. Obey all agreements until it ends or it is ended.

11. Accept the responsibility of his behaviours.

12. Serve for his superior.

13. Maintain an ethical school culture to be sure that all the people at school obey the ethical principles.

Gilman (2005:12) also set out 'Seven Principles of Public Life' which is believed should apply to all in the public service. These are:

a. **Selflessness**

Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other benefits for themselves, their family or their friends.

b. **Integrity**

Holders of public office should not place themselves under any financial or other obligation to outside individuals or organizations that might seek to influence them in the performance of their official duties.

c. **Objectivity**

In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

Accountability

Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

Openness

Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

Honesty

Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

Leadership

Holders of public office should promote and support these principles by leadership and example.

Rationales for Ethics in Secondary School Leadership in Delta State

There are some underlying reasons for ethics in secondary school leadership in Delta State. Elechi (2014) stated that since education of any form including secondary education implies all round development of people, it must fulfill certain criteria and this has warranted the need for ethics in school leadership. To Elechi, secondary education must fulfill the following; value or normative criterion, knowledge and understanding criterion, cognitive criterion and mode of transmission criterion. To fulfill the value or normative criterion implies transmission of what is worthwhile to those committed to it in order to produce an educated being, whose form of life as exhibited in his conduct, the activities to which he is committed, his judgement and feeling, is thought to be desirable. What is uppermost in this criterion is the commitment of the learners to the course that would lead to the achievement of what is desirable. Again, knowledge and understanding criterion to Elechi (2014) is fulfilled when an individual possesses the know-how, know-that and the ability to arrange experiences. Education

should be capable to impart on individual attitude and behaviour. This implies possessing a conceptual scheme which involves the capacity to make distinction between different objects or things, or to classify them on the basis of some unifying factor or principle. Also, the attitudinal aspect requires that the knowledge acquired must not be inert in two ways.

Firstly, it must transform the individual's outlook. Secondly, it must improve some form of knowledge on the part of the individual who acquired the knowledge. This attitudinal transformation can be regarded as representing "Good" in education which implies increase in human knowledge, consciousness and understanding (Peters cited in Elechi, 2014). These goods, Babarinde (2000: 21) regards as "cognitive goods" which must be demonstrated so that they will not be inert in him. On the other hand, cognitive criterion deals on acquiring information and competences through education in order to function effectively in the society. Under the mode of transmission criterion implies that educational processes have to be directly productive of understanding based on mode of transmission of knowledge. Here, reference is made to the methods of passing on the desired values and mores which constitute the content of education from one generation to another. Some methods are morally acceptable, others are not. The reference to methods of passing on the content of education implies that education is a process which is inclusive of many activities not just a particular activity. Teaching, training, instruction, drill, conditioning, indoctrination are all distinguishable activities within the educative process which are not by themselves synonymous with education. That the methods must be morally acceptable implies that the term education as a process has connotations of value just like the application of the term to content. For a method to be morally acceptable, it must not deny the learner willingness and voluntariness by which is meant that the method must be one in which children are treated with respect, are not coerced and ordered around but are allowed to choose for themselves. Any process that does that guarantee willingness and

voluntariness on the part of the learner does not fall within the class of dispositional concomitant to education and is therefore morally repugnant. For quality services in the education system, school leadership must employ various leadership means for achieving the above criteria which calls for ethics in leadership.

Similarly, Oghuvbu and Okpilike (2012) pointed out some of the rationales for ethics in school leadership as including the need for improving the quality of teaching and learning in schools, that is, promoting quality education; controlling indiscipline existing in schools; for positive control of the people in line with the acceptable standards; among others. To Oghuvbu and Okpilike, common unethical conduct existing in the secondary schools in Delta State includes truancy, lateness to school and lessons, cheating at examination, improper dressing, drug abuse, and lying. At tertiary level, lecturers extortion of money from students, conduct of armchair research, sexual harassment by both lecturers and students, plagiarism, delaying unduly the marking and release of examination results, and leaking examination questions, among others. Nakpodia (2012) also identified some unethical issues that borders on the Nigerian secondary schools which needs readdressing as corruption, indiscipline, ineffective teachers' responsibilities and duties, low performance of students, violation of students' rights and so on. These unethical conducts disturb the minds of teachers and students, which interfere with the learning of both the students and their peers (Yaduma & Auwal cited in Oghuvbu & Okpilike, 2012). In this regards, every Nigerian school has to set up ethical rules and regulations meant to guide teachers and students towards good conduct and behaviour in order to maintain general discipline, peace and order, necessary for effective teaching and learning. Furthelmore, the quality of education by parents depends on what affects their children, that is, the school climate based on character molding of the learners. Practice of learning and work ethics is a good determinant of qualitative education. Schools where unethical practice is highly

in operation cannot produce disciplined and quality graduates. This reduces the value of the school products, based on the standard by which the society judge human behaviour. In other words, moral rules should be maintained by leadership for promoting those things thought of as good and minimizing or avoiding those things thought as bad learnt at early age at home and school.

School ethics are therefore designed to provide equal teaching and learning opportunities for all students and teachers for the positive achievement of school goals and objectives in particular and the national education goals in general. The Nigerian National Policy on Education goals is designed to promote the broad societal policies for national growth and development. Any unethical practice could negatively affect the national objectives of education, hence leaders should be cognizant of and act appropriately towards the many ethical problems and issues presented by schooling (Oghuvbu & Okpilike, 2012). The school leadership should ensure that teachers are committed to carry out their task effectively in order to achieve instructional objectives. Ethical leadership calls for a situation where high productivity and work commitment, efficiency and effectiveness of teachers are highly promoted and propagated in the school. Benniga cited in Oghuvbu and Okpilike (2012) opined that a teacher's first moral obligation is to provide excellent instruction. Teachers with a high level of moral professionalism have a deep obligation to help students learn. To Wynne also cited in Oghuvbu and Okpilike (2012), teachers with that sense of obligation demonstrate their moral professionalism by coming to work regularly and on time, being well informed about their student matter, planning and conducting classes with care, regularly reviewing and updating instructional practices, cooperating with colleagues and observing school policies. Therefore, the whole institution works effectively and tactfully, but firmly criticizing unsatisfactory school proposing constructive improvement (Benninga in Oghuvbu & Okpilike,

2012). From all the foregoing calls the need for ethics in secondary school leadership. This stands to promote teachers commitment for quality services in schools.

Rest and Narvaez cited in Oghuvbu and Okpilike (2012) likewise developed four components Model of Moral Maturity for ethical training programme which are important for effective operations and teacher commitment in schools. The components of the model are:

1. Moral sensitivity, the awareness of how our actions affect other people.

2. Moral judgment involved intuitions about what is fair and moral. It requires adults to make moral judgment about complex human activities.

3. Moral character requires individuals to act on their moral convictions.

4. Moral motivation requires a prioritization of moral values over personal values, particularly in professional settings (Bebeau, Rest & Narvez cited in Oghuvbu & Okpilike, 2012).

Importance of Ethical Leadership for Teacher Commitment in Secondary Schools in Delta State

Employees likewise teachers in the school organization are the most important assets in organizations. Without their commitment, the goals and objectives may not be attained. One way towards ensuring that workers are committed to their work is through ethical leadership. Ethical leadership is essential for today's leaders including principals in the secondary schools. Several studies have been conducted on the roles that good leadership can play in achieving increase in employees' commitment and job performance (Eskender, 2015; Karaköse, 2007). A good leadership may play a mediating role in the relationship between organizational culture and employee outcomes and an atmosphere for good leadership to flourish; which will ultimately lead to increased employees' job performance (Ali, Elmi &Mohammed, 2013). Through their actions and behaviour, effective leaders serve as powerful role models for their employees. In line with the above statements, Sage and Burrello cited in DiPaola and Walther-Thomas (2003) pointed out clearly that specifically, ethical leaders model inclusive thinking

and leadership that support both students, their families and teachers. They set high standards and expectations for themselves and others as student advocates. They communicate a message to the building community that all students are their shared responsibility.

In addition, leaders' actions and behaviour convey their expectations for the ethical behaviour of others workers. As a result, ethical leaders must be prepared to work with others to ensure that potential obstacles are addressed effectively and that professionals and students have the support needed to be successful. For example, effective leaders encourage collaboration and recognize the importance of effective and communication structures, e.g., common planning time for all team members. They assemble the tools and resources—e.g., skill-building opportunities to develop group problem solving—needed to facilitate these processes. Consequently, ethical leaders must be skillful leaders who understand organizational change thoroughly and recognize the challenges that significant programme improvement must address (Foley & Lewis cited in DiPaola & Walther-Thomas, 2003). Notably, the Centre for Ethical Leadership – CEL (2013), observing the importance of ethical leadership for teachers commitment in the school organization, expressed that, if school leaders are ethical, they can ensure that ethical practices are carried out throughout the school organization. Leaders are naturally in a position of power both on and off the job, so ethical leadership must focus on how leaders leverage this power in the decisions they make, actions they engage in and ways they influence others. Leaders are responsible for influencing followers to perform actions, complete tasks, and behave in certain manners. Effective leaders also influence processes, stimulate change in other workers attitudes and values, and amplify empowerment and self-efficacy of their followers, as they foster the internalization of corporate vision. By demonstrating ethical leadership, school heads promote a high level of integrity that stimulates a sense of trustworthiness, and encourages subordinates and teachers to accept and follow their vision.

Character and integrity provides a strong foundation for other personal characteristics that direct people's ethical beliefs, values, and decisions.

Ethical leaders are likely to be people-oriented, and aware of how their decisions impact others. They therefore use their power and authority to serve the greater good instead of self-serving interests –a "win/win" for employees and the organization (Ayele, 2013; Boberg, 2013; Duze, 2012; Hardman, 2011; Ismail & Daud, 2014 & Randolph-Robinson, 2007). This modeling serves as a guide and motivator for others to put the needs and interests of the group ahead of their own. Such engagement creates an intellectual and emotional commitment between leaders and their followers that makes both parties equally responsible in the pursuit of common goals. Further characteristics of ethical leaders include: inspiring, stimulating, and other visionary behaviours that make up transformational leadership. Ethical leaders also coach cohorts in gaining a sense of personal and professional competence that allows them to excel while being more resilient, loyal and profitable (DiPaola & Walther-Thomas, 2003). Therefore, the Center for Ethical Leadership identified a 4-V Model of Ethical Leadership as a framework that aligns leaders' internal beliefs and values with his or her external behaviours and actions for the purpose of advancing the common good of employees, the organization and beyond. This model according to DiPaola and Walther-Thomas (2003) was created and based on research by Center founder Dr. Bill Grace. A quick overview of the 4-V Model is as follows:

i. **Values** – Ethical leadership begins with an understanding of and commitment to a leader's core values. By discovering the values which make up the core of our identities and motivators, we begin the process of integrating our unique values with our choices in our personal, professional, and civic lives.

ii. **Vision** – Ethical leadership requires the ability to frame our actions within a picture of "what ought to be" – particularly in the area of service to others.

iii. **Voice** – Ethical leaders must be able to articulate their vision to others in an authentic way that enlivens them into action.

iv. **Virtue** – Ethical leaders strive to do what is right and good. They practice virtuous behaviour by asking, how are my values, vision and voice in alignment with and supporting the common good?

Research studies such as Moffitt (2007) discovered that ethical leaders posses certain characteristics in order to achieve high teacher commitments and students achievement. Further reporting on the importance of principal ethical behaviour, the study found out that principals that demonstrate such ethical behaviour such as: use of reflective and open communication through valued dialogue, giving feedback, modeling, solicits advise/opinions, give praises to teachers, supports collaboration, develop coaching relationships, encourages and redesign of programmes proved to be useful, provided room for staff development and implemented action research to inform instructional decision in the school; impacted positively on teacher commitment and students academic achievements. Furthelmore, the findings of the study revealed that teachers responding to ethical behaviour demonstrated by principals reciprocated through their commitments. Good leadership behaviour was expressed in teachers' commitment through: expression of reflective behaviour on the part of teachers, increased effective teaching strategies and risk taking, increased innovation/creativity, increased instructional focus, motivation, teacher efficacy and self-esteem. In agreement with the above statements, Moffitt (2007) further highlighted certain criterion for categorizing and regarding the leadership behaviours to include: defining and communicating mission; supervising and evaluating the curriculum; monitoring student progress; coordinating and managing curriculum; visibility; promoting professional development and school improvement; and achievement orientation. In addition, teaching is a complex and demanding work and there is a daily need for teachers to

fully engage in that work with not only their heads, but also their hearts. It appears to be a professional necessity for teachers to be emotionally committed to their work, given an ethical leader, for without this emotional connection teachers face the constant danger of burn-out in an increasingly intensified work environment (Day, 2000; Fullan, 2002).

School leadership on the other hand is considered to be the interpreter and the connector between the schools and the system's goals and priorities and specific teacher practice. Given the core role that 'passion' appears to play in conceptions of teacher commitment it is reasonable to assume that any reforms deemed desirable by schools and systems are only likely to be successful if such reforms are interpreted for teachers in a way that relates to their passions. Thus, school leaders are of crucial importance in establishing and maintaining connections between the new educational ideas and teachers' existing passions and ideological frameworks which is possible through demonstration of good ethical behaviour (Day, 2000; Fullan, 2002). According to research by Leithwood and Jantzi (2000), the most critical practices which principals involve are: working directly with teachers to improve effectiveness in the classroom, providing resources and professional development for teachers to improve instruction, regularly monitoring teaching and student progress, participating in discussions on educational issues, and promoting parental and community involvement in the school. All the above explanations however indicate that ethical leadership is important for teacher commitment in every organization including the secondary schools. Such leaders should possess certain characteristics as discussed in the next section.

Characteristics of Ethical Leaders

Nader (2015) opined that it is apparent that ethical leaders must possess many qualities in order to be successful and maintain the support of subordinates. The following is a partial list

of these qualities which ethical leaders should possess for effective teachers commitment in the secondary schools. These qualities have been identified by Nader (2015) as:

1. Intellectual stimulation: People are stimulated to think of problems and solutions in new and different ways. This depends on creativity, novelty and the ability to help people empathize with a new situation.

2. Energy: The leader must be willing to exert the energy and effort that is necessary to see the task through to completion. Leaders show by example.

3. Self-confidence: Leaders are self assured and possess a confidence in the task, their ability to perform, and the abilities of subordinates to contribute.

4. Assertiveness: Leaders express their feelings honestly and directly in appropriate, spontaneous, and non-manipulative ways. Assertiveness communicates respect for others while acting in one's own best interest.

5. Dominance: When appropriate, successful leaders must be able to take control and dominate an issue, environment or situation. The successful leader also knows when to relinquish control and involve others.

6. Motivation: Successful leaders know what they want, have a clear path to achieving it, and are "driven" by intrinsic rewards. Whether its Maslow's need for self-actualization, Alderfer's growth needs, or McClelland's need for power; leaders are driven by a need for success and achievement.

7. Honesty and Integrity: To be recognized for the right reasons, leaders must be seen as being above reproach. Honesty and integrity are two factors that allow leaders to enjoy the support of subordinates. Without these qualities, there is a perception of mistrust which leads to a lack of confidence.

8. Charisma: Charismatic leaders possess the personal qualities that give them the potential to have extraordinary influence over others. They tend to command strong loyalty and devotion and in turn, inspire enthusiastic dedication and commitment to the leader and his or her mission. Dedication is inspired from an emotional commitment and followers come to trust and identify with the leader. Charismatic tend to possess all of the qualities noted above, and there is some argument that charisma is in itself a style of leadership.

Temple (2002) pointing out the characteristics of an ethical leader states that good leaders must understand that positive relationships with all organizational stakeholders are the gold standard for all organizational efforts. Good quality relationships built on respect and trust are the most important determinants of organizational success. As the performance of an organization is dependent on the quality of the workforce at all levels of the organization it is essential to discuss the matters concerning ethical leadership behaviour (Temple, 2002). In line with the above, Ali, Elmi and Mohammed (2013) stressed that the success of an organization is reliant on the leader's ability to optimize human resources. A good ethical leader understands the importance of employees in achieving the goals of the organization, and that motivating these employees is of paramount importance in achieving these goals. To have an effective organization the people within the organization need to be inspired to invest themselves in the organization's mission: the employees need to be stimulated so that they can be effective; hence effective organizations require effective leadership. Thus, effective ethical leadership behaviour enables greater participation of the entire workforce, and can also influence both individual and organizational performance. Effective leader behaviour facilitates the attainment of the follower's desires, which then results in effective performance (Ali, Elmi &Mohammed, 2013). The Chartered Institute of Management Accountants (CIMA, 2001) identified five broad consensuses about the basic qualities an ethical leader should possess for workers commitment.

They pointed out the following: vision, trust, communication, passion and motivation. According to CIMA, vision is what most people choose as the defining characteristic of great ethical leaders, whether in business or otherwise. They seem to have unfaltering but not inflexible belief about where the company is heading and what needs to be accomplished to get there. They are capable of seeing the 'big picture' before anyone else. This certainty and focus can provide stability throughout the organization.

Vision needs to be conveyed all the way through the company, so that even a post-room worker feels that he or she is making a contribution. This is achieved not by simply formalizing it in rules and procedures but by having inspirational people who can communicate the message clearly and directly. Describing the importance of trust and communication they emphasized that crucially, leaders are also active listeners who can see another's point of view. This empathy allows them to forge trust between themselves and their followers, which forms the foundations of their relationship. Without such firm grounding, the task of leadership would be impossible; you cannot take people with you if they don't trust you. Research clearly shows that perceptions of a person's overall effectiveness as a leader are correlated with people's trust. Trust needs continuous nourishment and cannot be forced or commanded. On the other hand, leaders bring passion into work. Their pursuit of goals and objectives is imbued with optimism. There is an alarming statistic which claims that only 16 per cent of employees say they used more than half of their talents at work. Because of poor leadership, people do not apply themselves, probably because they don't see their work as being worthwhile, significant or capable of making any real difference in the world. Exceptional ethical leaders make employees want to work both harder and smarter. Because they are passionate and infuse everything they do with a sense of purpose, making it a part of a greater goal, employees are eager to participate. They make employees see how our individual effort adds value to our company's

work. Leaders empower staff at all levels of the organization to be the leaders themselves. In doing so, they expect and tolerate mistakes but they also ensure that those mistakes are used to generate better performance in future. Other characteristics of an ethical leader highlighted by the Chartered Institute of Management Accountants (CIMA, 2001) includes: direction, which relates to leadership ability to provide motivation; drive to execute – which relates to motivation and defining oneself as significant; relationships – which relates to the capacity to develop relationships with others by building trust and creating good feelings in others; and management systems, relates to management abilities and one who is goal oriented.

Types of Leadership Behaviours

There are several types of leadership behaviours existing within the secondary school system. The Leadership-Central.com. Group (2016) observed that while executing task leadership exhibit certain behaviour and these were defined as Consideration (People Oriented behavioural Leaders) and Initiating Structure (Task Oriented Leaders). The task concerned leaders are focusing their behaviours on the organizational structure, the operating procedures (S.O.P.) and they like to keep control. Task-oriented leaders are still concern with their staff motivation; however it is not their main concern. They will favour behaviours that are in line with: initiating, organizing, clarifying and information gathering. The people oriented leaders are focusing their behaviours on ensuring that the inner needs of the people are satisfied. Thus they will seek to motivate their staff through emphasizing the human relation. People oriented leaders still focus on the task and the results; they just achieve them through different means. Leaders with a people focus will have behaviours that are in line with: encouraging, observing listening and coaching and mentoring. Tandoh (2011) cited in Ali, Elmi and Mohammed (2013) study also found that if a job-centred style or behaviour is exhibited by leaders or managers is limited and that this style has positive effect on employee performance. What this means is that

managers are very particular about getting results and only motivate employees to give their best in order to increase productivity. However, it is also observed that there is very little or minimal employee-centred style of leadership exhibited and this negatively impacts performance. This probably suggests that management act with strict internal rules to achieve results and the fact that the practice is also not democratic-centred style corroborates.

House's theory cited in Nader (2015) is concerned with four different kinds of leadership behaviour existing within the secondary school system. These include:

1. Directive behaviour: This includes scheduling work, maintaining performance standards, and letting subordinates know what is expected from them.

2. Supportive behaviour: A leader displaying this behaviour is friendly, approachable, and concerned with pleasant interpersonal relationships.

3. Participative behaviour: Leaders who practice this behaviour consult with their subordinates, and consider their opinions.

4. Achievement-orientated behaviour: This behaviour encourages subordinates to exert higher efforts and strive for a higher level of goal accomplishment. Leaders demonstrating this behaviour express confidence that subordinates can reach these goals.

Similarly, Victor Vroom and Arthur Jago cited in Nader (2015) maintained that there are three different types of leader behaviour. Leaders use either an autocratic, consultative, or group decision-making style.

1. Autocratic: This style states that the leader solves the problem or makes the decision using information available to him or her at the time. In some cases, the leader may consult with subordinates to obtain information, but at no time does subordinate input include decision-making. The decision is passed on to subordinates for implementation.

2. Consultative: The leader shares the problem with subordinates and gets their input. Subordinate involvement is seen as either a collective or individual request for information which may or may not influence the decision. The leader reserves the right to make that decision.

3. Group decision-making style: The leader shares the problem with subordinates as a group, obtains their collective input and tries to reach consensus on the solution. The leader acts as a facilitator or chairman, trying not to influence input and accepting any solution that the group may suggest. With these three different approaches, Nader (2015) expressed that there are differing degrees within this spectrum that the leader may apply. According to Vroom and Jago, cited in Nader (2015), the approach depends on the situation or problem at hand. The leader's goal should be to make the highest quality decision with the highest level of subordinate support.

Policy Guidelines on School Administration and Leadership in Delta State Guiding Leadership Behaviour for Maintenance of Ethical Standards by School Administrators

This guideline was issued by the Ministry of Education (Directorate of Primary and Secondary) to regulate activities of both public primary and secondary schools to the intent and purpose that rightness or wrongness of actions can be judged by them to avoid arbitrariness. It is a documentation of rules that school administrators and other stakeholders can easily refer to and relate with, in regulating school. The policy guidelines for school administration is a response to curb the challenges facing the education sub-sector in Delta State, on which one of these challenges was the level of indiscipline among students and teachers. Therefore, it is praxis for attaining and maintaining an improved standard of education as well as a high level of discipline in the schools, which will bring the desired respite into the school system and effective teachers' commitment (Delta State Ministry of Education, Asaba, 2008). In this regards secondary school principals in Delta State should always refer to the policy document

so as to maintain high moral and ethical leadership behaviour which is an engine for effective teachers' commitment in the schools.

Some of the guidelines for school administration as provided in this policy document which guide principals' ethical leadership behaviour and code of conduct in the public secondary schools have been under listed as:

(1) **Assembly**

The school day starts with the assembly at 7:45am. It is compulsory that all teachers attend assembly, while teachers on duty and the assembly prefect conduct the assembly. The two stanzas of the National Anthem should be sung in the Assembly and the Pledge recited.

(2) **Time Book**

All teachers should sign the time book every morning in the School Head's office or that of the School Head's designate, and should repeat same at the close of day at 2:30p.m. The Head Teacher or Principal should rule off the time book at 8:l5 am.

(3) **Environmental Sanitation**

The Principals/Head Teachers should ensure that the school environment is kept clean at all times. An untidy environment would attract three warnings after which the Principal/Head Teacher losses his/her position, and shall be demote to a classroom teacher.

(4) **Dress Code**

All teachers are expected to appear corporate and neat in their dressing. Female teachers should not put on high heeled shoes, trousers, mini Skirts or blouses that can expose their sensitive parts. Male teachers should not fly their shirts and on no account should a teacher wear bathroom slippers or unbuckled sandals to school.

(6) **Lessons**

No teacher should teach without a marked lesson note. Lessons should be in accordance with the scheme of work, week by week. All lessons taught must be entered in the diary on a weekly basis.

No school head or teacher should engage any pupil or student in any form of personal errand, domestic work or any form of personal labour during school hours. Should a school Head or Teacher contravene this, he or she will face disciplinary action.

(7) **Movement Book**

Any teacher who leaves the school without permission will be deemed to have absented himself or herself and the salary forthat day shall accordingly be deducted.

(8) **Absenteeism**

Daily attendance to school is mandatory for all school Heads and Teachers. Absenteeism as a result of ill health must be backed by a medical report from a Government hospital. Any absenteeism from school without cogent reason shall attract deduction of salary pro rata. Constant absenteeism shall attract demotion.

(9) **Sandwich Courses**

No teacher will be allowed to go on any sandwich course when school is in session. If any teacher contravenes the above instruction his/her salary will be deducted accordingly.

(10) **Drunkenness**

Drinking of alcohol' on duty during school hours attracts serious disciplinary action.

(11) **Statutory Records**

Schools are expected to keep copies of the National Policy on education, education law, and relevant circulars on school administration from the Ministry of Education:

Schools are also expected to keep the following statutory records:

(a) Admin Register

(b) Attendance Register(s)

(c) Long Book

(d) A report file (school inspection reports)

(e) Visitor's book

(f) Movement book

(g) Continuous assessment record books

(h) School account book showing every item of receipt and expenditure of all monies received.

(i) Separate accounts book for fees/levies

(j) A copy of approved syllabus and schemes of work

(k) The school time table and the subject analysis should be displayed on the school's notice board.

(l) A class time table in each class

(m) Diaries containing weekly work done by teachers.

(n) Teachers lesson notes

(o) Stock/inventory book showing all items of equipment in the school.

(p) Staff Time Book

(q) A Punishment book maintained by the Principal/Head Teacher.

(r) School heads are expected to have copies of their prospectus which should include internal rules and regulations guiding their operations. Copies are to be made available to staff and students for their information and guidance. Similarly, all schools are expected to have their organogram well displayed in the Principal's office or office of the Head Teachers.

(12) **Discipline**

i. A class chart showing the name of every child in the class is to be opened by each school. The chart should be kept in the Vice Principal's office or Assistant Head Teacher's in such a way

that it will be accessible [a every teacher in the school toscorethe children according to their observed behaviours. The children will be scored on the traits in the affective domain of industry, honesty, cordial relationship, politeness, appearance and noise making.

ii. Any form of violence by any student/pupil involving the use of dangerous weapon such student shall be suspended for a period of 3 weeks, after which the Ministry should be informed for further investigation and final determination. If the situation is such that it poses a threat to life and property, the school authority should feel free to make use of the law enforcement agents to bring the situation under control. Under any situation, the authority to expel a child from any public school in the state rests with the Honourable Commissioner for Education.

iii. Any pupil/student whose parents/guardians, friends/relations intimidate or threaten any school authority for having been disciplined shall be expelled and shall not be admitted into other public school in the State.

iv. Any pupil/student who belongs to a secret cult shall be expelled once his/her membership is established.

(13) **Placement/admission and transfer of pupils/students in schools**

i. Primary: Registration in all public Primary Schools shall be free of charge and shall start in July and end in September of any calendar year.

ii. Junior Secondary school Class One Admission into Junior Secondary School class one is open to all pupils who have passed the placement examination conducted by the Ministry of Education.

iii, For Pupils coming from other states, evidence of completion of Primary School shall be required.

iv. For admission into Model Schools, a pass in the competitive entrance examination is essential for both the senior and junior secondary schools.

vi. Admissions into any school in the Stole shall strictly follow the above procedures and conditions; any admission Thai does not conform to the above procedure will be nullified,

vii. Admission into certificate classes is only subject to the approval of the Honourable Commissioner.

(14) **Levies in School**

Principals should adhere strictly to the approved levies by the Ministry; any contravention will be dealt with in accordance with extant rules.

(15) **Supervision of Teaching/Learning Processes in the Schools**

i. Principals/Head Teachers should take the monitoring and supervision of the teaching and learning process in their school seriously. In this regard, a class attendance monitoring team should be put in place comprising Principal/Head Teacher and Vice Principal/Assistant Head Teacher at least four senior staff members. The team shall supervise and mark teacher's attendance every period.

ii. A weekly analysis of missed periods should be compiled by the Vice Principal, and shall exercise his authority under these guidelines to teachers.

iii. A copy of the analysis of missed period should be forwarded through the C.I.E to the Honourable Commissioner's office on a monthly basis.

(16) **Co-Curricular Activities**

i. Schools are encouraged to create facilities for co-curricular activities. Students are encouraged to belong to not less than two clubs.

ii. Any movement of students outside the school for the purpose of any extracurricular activities must be accompanied by a teacher.

Movement of students from one L.G.A. to another must get clearance from the C.LE while movement outside the State must be approved/endorsed by Honourable Commissioner for Education.

(17) **Use of School facilities**

There is a total ban on the use of school facilities by external bodies. However, only on rare cases and at the discretion of the Honourable Commissioner that approval can be given.

(18) **Guidance and Counseling Unit**

Considering the importance of guidance and counseling services in our school system, it is mandatory for every Principal/Head Teacher to set up Guidance and Counseling unit in his/her school.

(19) **School Uniform**

i. It is illegal for any Principal/Head Teacher to collect money for the purpose of making uniforms for pupils/students. Such an illegal activity shall be sanctioned by the Ministry. Principals/Head Teachers should apply to the Ministry through their PTAs, for a change of uniform when the need arises.

(20) **French Languages**

French language is now a compulsory subject from primary Four to J.S.S. Ill. Principals/Head Teachers should therefore ensure that the subject is taught in their schools.

(21) **Examination/Release of Results/Certificates**

Principals/Heads Teachers shall:

i. Ensure strict adherence to examination guidelines published by the Ministry;

ii. Bring to the notice of all concerned, staff, pupils/students and where applicable parents the contents of examination guidelines on specified examinations to be taken by the school;

iii. Ensure that the examination environment is conducive;

iv, Henceforth all internal examinations will end one week before vacation date to allow for the preparation of results to be released on vacation day.

v. Results/certificates are to be issued to pupils/students free of charge as soon as results are released by the examining bodies;

vi, Ensure that errors on results/certificates are forwarded to the Ministry within 3 months from the release of any examination results/certificate.

vii. Principals/Head Teachers, staff, pupils/students that are certified to have violated guidelines of any examination shall be sanctioned according by the Ministry.

(22) **Continuous Assessment (CASS)**

Principals/Head Teachers should establish a continuous Assessment Committee in their schools headed by the Guidable counselor

ii. Principals/Head Teachers should administer a minimum of two tests per term in addition to the normal end of term examination

iii. Any school authority that fail to effect the continuous assessment practice in his/her school shall be sanctioned by the Ministry of Education.

(23) **National Curriculum**

i. Principals/Head Teachers should ensure that teaching/learning is in consonance with current curricula.

ii. Principals/Head Teachers must ensure that schemes of work for the term are completed by their teachers before any examination.

iii. Principals/Head Teachers should ensure that only approved textbooks are used for teaching/learning in their schools.

iv. However, teachers and learners are free to utilize other textbooks from the school libraries (where available) as reference materials.

Government through the Ministry of Education shall continue to supply science, vocational, technical equipment, computers and institutional materials to schools in the State.

i. Principals/Head Teachers should ensure that equipment and materials supplied to their schools are properly secured and put into good use.

ii. Principals/Head Teachers are to ensure that the consumables for practical classes are available.

iii. All equipment supplied must have the school's name engraved on them.

iv, There should be an inventory of equipment and material supplied to the school.

v. There should be proper documentation l usage and damages of materials/equipment

vi. The school authority should liaise with its host community to beef up security in the school

vii. In the event of theft, the Principal/I h I Teacher should report immediately to the police and community head. Then take preliminary steps to recover the equipment while a report is made to the ministry through the C.l.E's Office,

viii. Teachers of Science, Vocational, Complain 111(1 Technical subject should hold practical lessons with their students on a regular basis. Technical college students should undertake field trip for practical experience.

ix. Principals should install computers supplied and provide a small generator to run them.

x. Where carelessness is established in the loss of any item, the Principal/Head Teacher/Teacher will replace the lost item.

xi. Where equipment supplied are not put to proper use or not maintained, a warning letter will be issued to the school after one reprimand. Thereafter the teacher or principal involved will be disciplined by the Ministry of Education.

xii. Teachers should groom students for quizzes/competitions in all science, vocational, technical and computer subjects, while principal should provide necessary fund at the school level.

xiii. Principals are to ensure that teachers are placed in charge of societies such as JETS, STAN, MAN, etc who should coordinate their activities and groom students for competitions.

Principals' Ethical Leadership Behaviour as Correlate of Teachers' Job Commitment in the Nigerian Secondary School System

The relationship between principals' ethical leadership behaviour and teachers' commitment within the Nigerian secondary school settings have not received much attention until recently. Principals as leaders in the Nigerian secondary school system should demonstrate sound ethical leadership behaviour that will enhance teachers' commitment. When teachers are highly committed in their teaching tasks, this will encourage good performance and high productivity. This situation will further yield positive outcomes and results tailored towards enhancement of qualitative education for actualization of both instructional and educational goals. In line with the above statements, Kadyschuk (1997), Kariuki (2011), Thien, Razak and Ramayah (2014) in their studies reported that leadership has a great relationship with teacher commitment. Kadyschuk further observed that effectiveness of leadership influenced teachers work experiences. Such leadership could encourage the development of positive identification with the organization and create a degree of personal commitment among staff. Bateman and Strasser cited in Kadyschuk (1997) also complained that there has been only a minimal amount of integration between organizational commitment and research on leadership. In their investigation of the relationship between individual and organizational influences on commitment, they concluded that the extent of employee commitment may rest largely in management's hands (that is leadership); also, the principal antecedents of commitment may be well within management's capacity to influence. Eblen cited in Kadyschuk (1997) concurred

with the above by finding a positive relationship between leadership styles and communication skills and their combined effect on teacher commitment. Parasuraman and Nachman in Kadyschuk also stressed the key role of the conductor in affecting commitment of musicians both to the orchestra and to the music profession.

This is the same as the relationship between principals' ethical leadership behaviour and teachers' commitment in the secondary schools. Glisson and Durick cited in Kadyschuk study similarly found leadership to be the most significant single factor of influence on organizational commitment, accounting for more variance than any other characteristic which they listed. The weight of their findings has been quite consistent in relating leadership to teacher commitment. Within the educational setting, the principal is the immediate representative and agent of the organization whose significant role in the school influence on levels of teacher commitment. This was affirmed in Hoy, Tarter, and Bliss study cited in Kadyschuk (1997) whose report pointed out the relationship between organizational climate, principal leadership behaviour, and teacher commitment. Hoy, Tarter and BIiss proclaimed their conclusion in the title: "Principal leadership and organizational commitment: The principal must deliver. They examined six aspects of leadership which dealt with the major administrative behaviour of providing professional support, monitoring teachers, influencing superiors, allocating resources, initiating tasks, and developing harmonious relations. As a set, these leadership variables associated with the principal leadership behaviour accounted for one third of the variance of commitment" (p.135). The authors therefore concluded that, the results of this study are consistent with the theory that teachers will be committed to an organization when led by principals who provide structure, resources, consideration, useful influence, and professional support in an even-handed, non-controlling manner. Moreover, the support of the principal, both resource and social, is a critical ingredient of the structure of teacher commitment in the school. Leithwood,

Jantzi, and Fernandez cited in Kadyschuk (1997) found that transformational forms of leadership by both in-school and in-district leaders had a positive influence on levels of teacher commitment to effect change in education. They concluded that administrators have good reason to foster those conditions in the school associated with teachers' commitment, that a collaborative approach to school culture helps to create a context of teacher attitudes that will be 'supportive of school restructuring initiatives'. Kadyschuk therefore added evidence for the positive relationship between leadership and an organizational climate that promotes teacher professionalism.

Kadyschuk measured six dimensions of principal behaviour which included: providing professional support; monitoring or directing teachers; influencing superiors; allocating resources; initiating tasks (that is, structure); and developing harmonious relationships (that is, consideration). Kariuki (2011) in a study also identified some independent variables which were among work related factors that influenced teachers' work and commitment. This include such factors relating to administrative support, working conditions, responsibility, achievement and factors related to the job itself. The present study on the relationship between principals' ethical leadership behaviour and teacher commitment also tries to investigate how school leadership explores some behaviour that impacts on teachers' commitment. The study examined the relationship between such independent variables like ethical instructional leadership, decision making, supervision, communication, collaboration and accountability with the dependent variable of teacher commitment. However, principals' leadership styles are the extraneous variables whose behaviour is connected to teachers' commitment. When principals demonstrate sound ethical behaviour through the above practices, they share relationship with teacher commitment. The interaction and relationship between independent and dependent variables is illustrated under figure 2 as culled and adapted from the works of Kariuki (2011).

Independent Variables   **Dependent Variables**

Ethical Leadership Behaviour on:
● Instructional Leadership
● Decision Making
● Instructional Supervision
● Communication
● Collaboration
● Accountability

● Teacher Commitment in the organization, students and teaching -learning task

Principals' Leadership Style
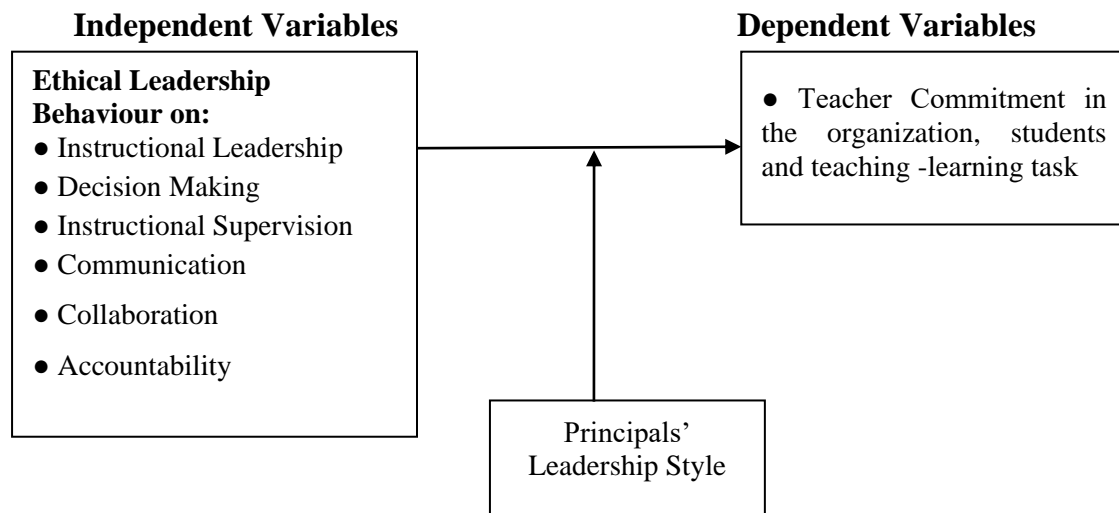
Figure 2: The Relationship between Independent and Dependent Variables

Adapted from the works of Kariuki (2011). Secondary school teachers' perceptions on selected factors that influence their morale and commitment to work: A case of Nakuru District. Unpublished M.Ed. thesis of Egerton University.

From the above illustrations, shows that principals in demonstrating their leadership role in the school, exhibit some behaviour or practices that usually affect teachers' commitment. Good acts of the principal could also lead to positive teachers' commitment in the school. However, in the secondary schools, teachers are expected to be committed to the organization, the students' whom they teach and their teaching task. The rate at which teachers' show commitment to their duties and the organization is usually affected either positively or negatively by leadership whom is expected to employ certain amount of ethical principles in his managerial practices (that is behaviour). Notably, in the present study several ethical leadership behaviour demonstrated by principals and their relationship with teacher commitment in secondary schools in Delta State have been discussed under some subheadings below in this section.

Principals' Ethical Instructional Leadership Behaviour as Correlate of Teachers' Commitment

Secondary schools are set up with the intent to foster effective teaching and learning. They are institutions established first and foremost for academic purpose. The principal in

addition to handling administrative functions also act as instructional leaders in order to see to the effectiveness of teaching and learning in the classroom. Teachers on the other hand carry out the teaching and learning activities in the classroom. They do this in order to achieve both instructional and educational objectives. Teachers' commitment towards achieving effectiveness in instructions in the secondary schools means that principals are expected to be good ethical instructional leaders. Akpakwu (2012) pointed out that to become effective and ethical instructional leaders, principals are expected to possess certain qualities. This will include identification and perception of instructional problem, having knowledge about the different aspects of the instructional problem and curriculum problem, the principal should be willing to take risks and have ability to work with teachers in the classroom. This means that for a principal to become effective instructional leader, he must possess the ability to develop educational vision and have clear vision about instructional problems and thereby assist teachers to solve their problems (Chike-Okoli, 2007).

The principals according to Abreha (2014) should also possess a good knowledge of all the different aspects of instructional and curriculum programmes of the school. They should in addition, develop the skills in introducing changes in that programme, as well as in the people who staff it (that is - teachers). Principals' familiarity of different subject matter is important because teachers tend to refuse to accept school principals as instructional leaders because they perceive that principals lack the necessary expertise to help them. On the other hand, teachers accept the instructional leadership of school principals when they think principals can demonstrate appropriate expertise that can make their schools effective in instruction. Thus, the influence of principals in their schools largely depends on their possession of special knowledge and skills that will enable them to help teachers become highly committed in order to achieve their instructional goals. Furthermore, a strong commitment to improving instruction is another

personal pre-requisite towards exercising effective instructional leadership in secondary schools. Principals should therefore develop a strong commitment to improving instruction by taking the initiative and working hard to ameliorate those obstacles and find time to exercise leadership in the instructional problems of the school. When teachers see that the principal shows commitment in the instructional delivery in the school, they too can get committed as well. The principals should also be willing to sometimes take certain risk and make sacrifice in order to solve instructional problems.

Abreha (2014) further opined that as principals make and take instructional decisions, they run risk of alienating some people and even losing their jobs. If the instructional changes they seek to introduce in their schools tend to affect the basic ways people or the staff and students think and behave, principals will certainly threaten certain values, norms and vested interests. The principal who is a risk taker is sensitive to human problems and is quite willing to take a risk to implement a decision to solve these problems. Blasé and Blasé (2000:130) also highlighted that effective and ethical principals' valued classroom dialogue that encourage teachers to critically reflect on their students learning and professional practice. This classroom dialogue consisted of five primary talking strategies including:

1. Making suggestions,

2. Giving feedback,

3. Modeling,

4. Using inquiry and soliciting advice and opinions, and

5. Giving praise.

Making suggestions entailed principals making suggestions to teachers both during post-observation conferences and informally, in day-to-day interactions. These suggestions should be purposeful, appropriate, and nonthreatening, and characterized by: listening, sharing their

experiences, using examples and demonstrations, giving teachers choice, contradicting outdated or destructive policies, encouraging risk taking, offering professional literature, recognizing teachers' strengths, and maintaining a focus on improving classroom instruction. In giving feedback, effective principals` 'hold up a mirror', serve as `another set of eyes', and are `critical friends' who engage in thoughtful discourse with teachers. Findings from principals classroom observations made in Blasé and Blasé (2000) study revealed that principals feedback focused on observed classroom behaviour, was specific, expressed caring and interest, provided praise, established a problem-solving orientation, responded to concerns about students, and stressed the principal's availability for follow-up talk. The effects of this feedback included increased teacher reflection, innovation and creativity, instructional variety, risk taking, better planning for instruction, and improved teacher motivation, efficacy, sense of security, and self-esteem. This type of strategy builds up teachers' confidence and commitment.

Under modeling teachers observed that effective principals demonstrated teaching techniques in classrooms and during conferences; they also modeled positive interactions with students. These forms of modeling were viewed as impressive examples of instructional leadership that primarily yielded positive effects on teacher motivation as well as reflective behaviour. A teacher expressing his feeling after his principal demonstrated teaching in the classroom, the teacher stated that, the principal utilized a great deal of 'informal coaching' and 'mentoring'. The principal according to the teacher was in and out of the entire faculty's classes. I value his insights because he is an excellent teacher. His love of children and young people was so obvious that we trusted him somehow...Often he asks if he could teach a class. Watching him is a joy. I honestly believe I did some of my best reflecting after talking with or watching the principal teach (Blasé & Blasé, 2000). Another strategy pointed out by Blasé and Blasé (2000) in which the principal used dialogue towards achieving teachers' commitment in

instructional delivery is using inquiry and soliciting teachers' advice/opinions. Blasé and Blasé (2000) found that ethical principals often used an inquiry (questioning) approach with teachers, and they frequently solicited the teachers' advice about instructional matters. Using inquiry and soliciting advice were related to positive impacts on teacher commitment, motivation, self-esteem, efficacy, sense of security, and reflective behaviour. The principal, in observing what is taking place in the classroom, will ask the teacher questions about why he is doing what he is doing, or what the teacher intended outcomes are. This encourages teachers to be reflective about what they do. The principal rarely has a suggestion, but his questions cause the teacher to evaluate what he does.

Giving praise according to Blasé and Blasé (2000) is another way of encouraging teachers' commitment during instructional leadership. Teachers reported in a study that principals gave praise that focused on specific and concrete teaching behaviours. The principal wrote a note at the bottom of the evaluation form that said, 'you are a credit to the teaching profession'. During a conference the principal asked if he could send other teachers to observe the teacher's classroom. Praise significantly affected teacher commitment, motivation, self-esteem, and efficacy. It also fostered teacher reflective behaviour, including reinforcement of effective teaching strategies, risk taking, and innovation/creativity. Another teacher reported that: 'my principal's praise gets me searching for new and innovative things on my own'. In addition to the strategies discussed above, principals enhanced teacher reflective behaviour by distributing professional literature, encouraging teachers to attend workshops and conferences, and encouraging reflective discussions and collaboration with others (Blasé & Blasé, 2000). Studies of effective schools have identified five instructional leadership priorities of ethical principals as: (a) defining and communicating the school's educational mission, (b) managing curriculum and instruction, (c) supporting and supervising teaching, (d) monitoring student

progress, and (e) promoting a learning climate (Reis, Collins & Berscheid, 2000). These priorities keep effective administrators focused on teacher commitment gearing students' learning and professional development. As a result, ethical leaders are familiar with current research, find necessary resources, make well-reasoned judgments regarding students' programmes, mentor new teachers, provide professional opportunities for all staff members, and evaluate teacher performance.

Research has demonstrated that principals who focus on instructional issues, demonstrate administrative support for students' education, and provide high-quality professional development for teachers produce enhanced outcomes for students and for others at risk for school failure. Thus, the extent of administrative support affects the extent to which teachers and specialists develop and implement interventions designed to improve student performance (Embich, 2001). A recent study by Gersten and colleagues cited in Embich (2001) found that building-level support from principals and general educators had strong effects on "virtually all critical aspects of teachers' working conditions and commitment" (p.557).The values and supportive actions of principals and general educators, as mediated by overall school culture, influence educators' sense of collegial support (Embich, 2001). As a result of growing concerns about teacher attrition, various professional organizations now emphasize the importance of the principal's role in effective instructional leadership.

Principals' Ethical Decision Making Leadership Behaviour as Correlate of Teachers' Commitment

Decision making is one important managerial task of school principals. Decision making as defined by Lussier cited in Akpakwu (2012) is the process of selecting a course of action that will solve a problem. On the other hand, ethical decision-making refers to the process of evaluating and choosing among alternatives in a manner consistent with ethical principles. In making ethical decisions, it is necessary to perceive and eliminate unethical options and select

the best ethical alternative. Decisions must be made by principals when they are faced with any problem. Good decisions result in the selection of the appropriate goals and course of actions that increase teachers' commitment and performance, while bad decisions result in lower or poor performance in educational establishments. The principal must be fair and take other people's views and opinions into consideration when taking decisions affecting teachers in the school (Cherkowski, Walker & Kutsyuruba, 2015).

To lead, principals must decide how to influence their staff and students. This demands that in taking any decision in the school, principals should be ethical by employing various steps and consultative means in tackling any problem in school as they come. This calls for participatory decision making process in the school. Schlechty and Vance cited in Kadyschuk (1997) affirmed that effective and ethical school leaders have their teachers to share in decisions regarding instructional programme. Rosenholtz cited in cited in Kadyschuk (1997) also found a vital link between involvement in decision making and successful educational change. Kadyschuk (1997) affirmed that, for teachers to implement change and be highly committed in school, they must be meaningfully involved in making the decisions concerning those changes. To hold people accountable for change and for the outcomes engendered by those changes, they must participate in designing and implementing those changes. Kadyschuk affirmed further that any plan to strengthen teaching as a profession must provide that teachers are involved in the process of making decisions which affect the conduct of their professional practice, but some research studies has reported that teachers perceive themselves not to have adequate opportunity to apply their professional expertise in school decision making and this was linked to lower levels of career commitment in teachers. Therefore, principals in taking decision ought to get teachers involved to participate in the decision making process so that shared and informed consent to educational decisions will guarantee both commitment to such decisions and

collective responsibility for their implementation. Akpakwu in essence identified decision making several styles which principals may adopt for teacher commitment in school and they include; reflexive style, reflective style and consistent style. The reflexive style entails when the principal makes a quick decision without taking time to get all information that may be needed and without considering alternatives. This style enables principals to take decisions without procrastination. Its disadvantage is that quick decisions can lead to waste and duplication if the best possible alternative is overlooked by the principal.

Teachers view principals who use the reflexive style as poor managers especially when does decisions are consistently bad ones. If a principal uses a reflexive decision for important decisions, he may want to slow down and spend more time gathering information and analyzing alternatives. The reflective style of decision involves one who likes to take plenty time to make decisions, gathering considerable information and analyzing several alternatives. This pattern is usually referred to as decision based on facts/data information. The advantage is that principals who adopt this style do not make hasty decisions in the affairs of the institution. This style may lead to procrastination and waste of time. The reflective decision maker may be viewed as indecisive by his teachers. The longer the problems go unsolved, the longer the damage occurs, and the more difficult it is to solve the problem. The ethical principal is one who takes time to deliberate, but wastes no time in taking action when the time arrives. The consistent decision making principal tend to make decisions without either rushing or wasting time. They know they have enough information and alternatives to make sound decisions. Principals who are consistent in taking decisions tend to have the best record for making decisions because, they take into considerations the speed and quality of decisions. This is because decisions delayed could be detrimental to the realization of educational objectives. The advantage of this style is that principals who use this style hardly fail in effectively managing their institutions. However,

the disadvantage lies in the fact that education is a dynamic enterprise and decisions that must succeed should not only be of quality but also change with time depending on the prevailing circumstances of the decision and of the institution (Akpakwu, 2012). Principals should also adopt the various steps involved in ethical decision making as discussed below.

Steps involved in ethical decision making

Akpakwu (2012) and Dempsey (2013) identified the following steps involved in ethical decision making:

1. Recognize: Recognize an issue or concern and the duty to act or become involved. Akpakwu (2012) that at this stage, the principal must identify the problem and also draw attention of the parties concerns.

2. Define: Define the problem - including the principles, standards, and values involved - and identify fundamental objectives as well as potential conflicts and risks. In defining the problem, the principal must collect relevant information in order to determine the scope and root course of the problem, some information relevant to the problem must be gathered. This data can be gathered either from internal or external sources of the institution, depending on whether the external factors are responsible for the problem or internal factors or both.

3. Review: Consider a range of possible alternatives and associated outcomes. Before solving a problem the principal must generate a set of feasible alternatives course of action to be taken in response to the problem. Once the problem has been identified, all possible potential solutions should be considered. The most obvious solution may not be the most optimum solution. Hence, the solution should be analyzed.

4. Analyze: Gather and evaluate information and solutions, with a view to forming an impartial, unbiased assessment and balanced decision. Here, the principal should evaluate the

advantages and disadvantages of each alternative before making a choice. The best alternative with the most advantages is then considered.

5. Decide: Reach a conclusion as to the proposed course of action, having given due consideration to the implications and consequences of that approach compared to others. Akpakwu (2012) also stated that this stage involved choosing among alternative decisions that have been evaluated. This will involve ranking these alternatives and weighing them to make choices.

6. Test: Where possible, discuss or review decisions before implementation, having regard to confidentiality, individual rights, fairness and due process.

7. Act: Take decisive action, bearing in mind that a decision not to act is subject to the same standards of conduct as any action taken. According to Akpakwu (2012), this stage involved the implementation of the decision. Once a decision has been made and alternative has been selected, it must be implemented. The process also involves assigning responsibilities to persons who will be involved in carrying out the decision. Sufficient resources must be provided for successful implementation of decisions in order to achieve educational goals and objectives.

8. Record: Articulate and document the rationale for the decision and action.

9. The final step in the decision making process is learning from feedback. Feedbacks provide the means of determining the effectiveness of the implemented decision. Ethical principals always conduct a retrospective analysis to see what they can learn from past successes and failures. Principals who do not evaluate the results of their decisions do not learn from experience, instead, they stagnate and are likely to make the same mistakes again and again. They should therefore establish a formal procedure or mechanism with which they can learn from the results of past decisions. They should;

a. compare what actually happened to what was expected to happen as a result of the decision;

b. explore why any expectations for the decision were not met; and

c. derive guidelines that will help in future decision making.

However, principals who strive to learn from the past successes are likely to continuously improve the decisions they make. A significant amount of teacher commitment which affects learning can take place when the outcomes of decisions are evaluated, and this assessment can produce enormous benefits for the principal and his institution (Akpakwu, 2012).

Similarly, Beemsterboer (2010:63) using illustration of a diagram identified six-step model for leadership ethical decision making. These include the following:

1. Identify the Ethical Dilemma or Problem: This is the first and most critical step in the process. Many situations are simply never perceived as ethical problems or dilemmas. Once a problem has been recognized, the decision maker must clearly and succinctly state the ethical question, but only after considering all pertinent aspects of the problem. If the ethical question does not place principles in conflict, it is a simple matter of right and wrong and no process of ethical decision making is required. Step two is not necessary if a clear determination of right or wrong has been made.

2. Collect Information: The decision maker must gather information as a basis for an informed decision. This may include facts about the situation as it developed, which may come from more than one source. Information regarding the values of the parties involved, including those of the patient and the healthcare provider, is needed. This step often takes time, since the information may not be readily available.

3. State the Options: After gathering all the necessary information, the third step involves brainstorming to identify as many alternatives (or options) as possible. Often the best decision is not the first one that comes to mind. There is also a tendency to think that a question has only

one answer. This step forces us to view the situation from all angles in order to identify what other people might see as alternative answers to the problem. An enlightened and open mind is a prerequisite.

4. Apply Ethical Principles to the Options: The next step is to view the situation with a focus on ethical principles (autonomy, beneficence and justice) and ethical values and concepts (paternalism, confidentiality, and informed consent), as one or more may be involved in reaching an ethical decision. State how each alternative will affect the ethical principle or rule by developing a list of pros and cons. In the "pro" column, show alternatives that protect or hold inviolate each principle or value. Under "cons," state how an alternative could violate the principle or value. After conducting this analysis for each option, it becomes apparent which ethical principles are in conflict in any given situation.

5. Make the Decision: When each alternative has been clearly outlined in terms of pros and cons, you have a reasonable framework to reference in making a decision. Each option must then be considered in turn, with attention to how many pros and cons would attend each decision. The seriousness of the cons must then be weighed, remembering that, as a professional, the principal is obliged to put the subordinates' interests first. Simply by examining the options in a careful manner, the best solution to an ethical dilemma frequently emerges. Before implementing the decision, the practitioner should replay each principle against the decision to determine if the decision holds up to this evaluation.

6. Implement the Decision: The final step involves acting on the decision. Unfortunately, appropriate decisions are sometimes not implemented. Taking no action represents tacit approval of a situation. This model has been represented in a model below in figure 3.
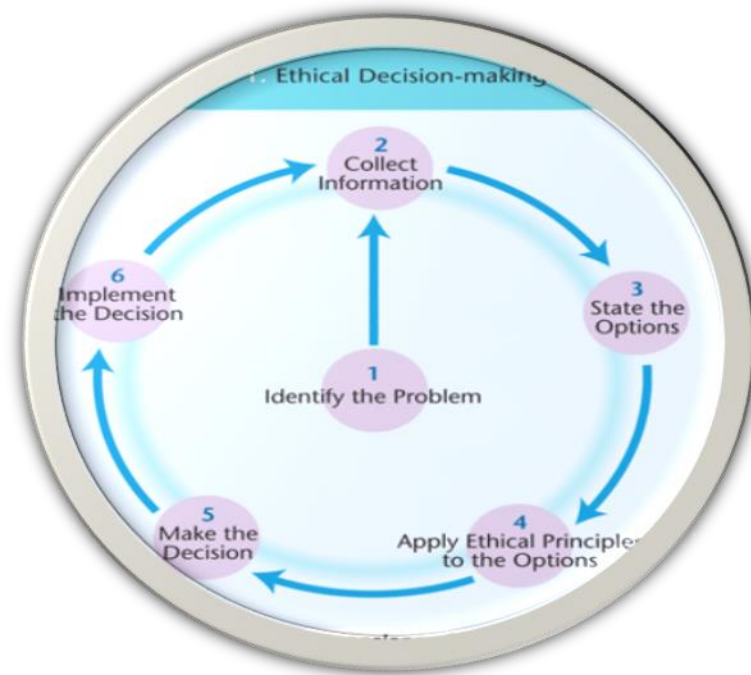
Figure 3: Ethical Decision-Making Model

(Source: Beemsterboer, P.L. (2010). Ethical decision-making models. Retrieved from http://www.dimensionsodentalhygiene.com/2010/06_june/TFeatures/Ethical_Decision_Making.aspx)

Principals' Ethical Instructional Supervisory Leadership Behaviour as Correlate of Teachers' Commitment

To ensure effectiveness of teaching and learning delivery in the secondary schools demands that teachers should be constantly supervised during classroom instructions. Principals perform this role/function through instructional supervision. According to Kochlar (2005), Makokha (2015), Okolo (2015), Onuma (2016), Sule, Ameh and Egbai (2015), instructional supervision is one of the critical administrative functions of a school administrator that involves overseeing and guiding the teaching and learning process in an academic institution. Kochlar, Makokha and Okolo studies further sees instructional supervision as those activities which are primarily and directly concerned with studying and improving the conditions which surround the learning and growth of pupils, and also include whatever is done to improve on the teachers' ability and competence to deliver lessons to improve on pupils' learning. Eya and Chukwu (2012) saw instructional supervision in school merely as a process for teachers' improvement

purposes which include among other things ensuring that teachers perform their assigned functions. In essence, the school administrator supervises the teachers in order to ensure that there is effective teaching and learning. The school inspectors from the Ministry of Education are supposed to see that this function of instructional supervision is properly carried out in various schools by various school administrators. Presently, as observed by Ifedili (2015) that jobs have been so much humanized because of the contribution of the modern theorists. The gesture seems to be effective depending to a greater extent on the conduct and discipline of individuals within the system.

An organizational survival depends to a larger extent on the willingness and commitment of individuals within the system to sacrifice a degree of individuality and to conform to certain behavioural norms. In some cases, high rate of indiscipline is usually found among students and teachers, and this negatively affect school's operational climate. This is evident in the reactions from the stakeholders in the nation's education which indicated that schools are not regularly and properly supervised and that the quality of instruction in the schools has progressively declined due to poor teachers' commitment as evidenced by the poor performance of students in public examination. It could also be said that the system is faced with poor administrative leadership during instructional supervision. The principals have been blamed and implicated in teachers' poor disposition and attitude to work as they have failed to give adequate supervision of instruction in schools (Ogunu, 2000). The attainment of the lofty aims and objectives of secondary education cannot be realized unless there is in our schools necessary peaceful and orderly environment with high level of teacher commitment that is conducive to effective teaching and learning, which is realizable through leadership effective instructional supervision (Nwagwu, 2000). Ifedili (2010) study has shown that Theory Y of McGregor is not applicable in Nigeria. This theory believes that workers are responsible and

can perform well without closed supervision. In Nigeria, productivity increases with close supervision because of individual differences in their levels of commitment. For school administrators, there is need for proper time utilization and goal setting. According to Ifedili (2002), principals or school administrators who utilize their time well and set goals, achieve more and are more focused. She also found that both male and female public and private secondary school administrators were rated low in time utilization and goal setting for instructional supervision. An educational administrator needs his or her intelligence, skills, aptitude, ideas, energy, creativity and time in setting his or her goals. The quality of education given to the citizenry to a larger extent depends on the implementation of policy provision and one of these is employment of committed teachers who needs to be supervised at all times.

Igbo (2002) in his study found that the quality of student learning was directly related to the quality of classroom instruction which is determined through teacher commitment and instructional supervision. Kinutai and Zachariah in 2012 carried out a study on the supervision of teachers on the academic performance of students in Kenya. A positive correlation was found between leadership instructional supervision, teacher commitment and students' academic performance. The quality of classroom delivery will depend on the knowledge, preparation of the lesson and motivation of the teacher which can be influenced positively by the supervisory performance of the school administrator. The process of instructional supervision has undergone a lot of changes. It moved from autocratic inspection to a more democratic instructional supervision in schools. Instructional supervision allows educators and administrators to improve not only classroom but the school as a whole. Ani (2007) put more insight in the purposes for instructional supervision as contained in the Universal Basic Education as: ensuring that teachers perform their assigned functions effectively; ensuring that teachers are capable of carrying out their responsibilities; ensuring that new teachers receive

training to enable them function effectively on the job; ensuring that teachers are given help whenever there is need; providing professional information to the teachers; guiding teachers to the sources of instructional materials; providing technical assistance to the teachers especially in the area of teaching methods and the use of instructional materials; ensuring that discipline is maintained during classroom instruction; helping or suggesting how to improve on the performance of incompetent teachers; and providing an enabling environment to discover teachers with special abilities and qualities. The quality of teachers which also includes their level of commitment greatly affects student promotion rate, repetition rate, retention rate, withdrawal rate, and dropout rate. When quality education is given to the students, there is hope for the graduation of properly skilled, knowledgeable and productive workforce, thus the need for effectiveness in instructional supervision.

There are many reasons for instructional supervision in schools. Some of these according to Ogunu (2000) are: to make sure that teachers are performing the duties which they are employed to do; assisting teachers to develop and utilize methods and materials which will improve the progress of a child and improve teachers' professional effectiveness; to know the performance of teachers recruited; to discover special abilities possessed by the teachers in school; to provide opportunities for teachers development; to know the effectiveness of classroom management by teachers; to appraise the performance of the school through the use of competent and committed teachers; and to identify the needs of teachers in the school. In summary, the instructional supervision has the advantages of an increase in teachers' professional growth; creating conducive learning environment; improvement in students' achievement in external examinations, lowering of the dropout rate, increases the teachers' job satisfaction, and increases the teachers' confidence, morale and commitment in the school system (Ifedili, 2015). From all the foregoing, calls for principals' application of ethical

principles in instructional supervisory practices. Supporting this, Ensley (2014) envisaged that principals in utilizing the various instructional supervisory techniques such as (a) classroom visitation and observation, (b) workshop technique, (c) micro-teaching technique, (d) intra/inter-school visitation technique, (e) use of demonstration technique, and (e) research technique, needs to be ethical and professional. This means that for a principal to effectively carry out these instructional supervisory techniques need to be purposeful, in thought, skillful in motivation, creative in nature, humanistic in approach and capable of seeing beyond the level of those he has to help. This is so because instructional supervision should aid professional growth and development of teachers and likewise stimulate effectiveness of the teaching and learning process. When teachers are not well supervised, effectiveness in instruction will be adversely affected and the instructional purposes may not be well realized.

Negligence in the improvement of instruction through improper instructional supervisory practices by school heads may go on without being detected. This may lead to low quality of instruction and invariably teachers' lack of commitment to their job (Nakpodia, 2011). In regards, the principal of the secondary school is both a leader and supervisor of instruction. He should therefore possess the necessary qualities and skills required of him to enable him succeed in the performance of his instructional supervisory leadership functions. Njagi cited in Makokha (2015) observed that teachers viewed the climate of the school to be either good or bad based on their perception of prevalent attitudes and psychological qualities of their principals and their relationship especially with the principal. Thiongo also cited in Makokha (2015) observed that teachers' views on supervision may differ from school to school because of the various ways principals performed their supervisory roles or practices. In essence, in the schools this efficiency can be achieved through providing teachers with clear performance expectations, fair and consistent feedback and career development, which are

important components of instructional supervision. Similarly, Karagu cited in Makokha (2015) through his study on perception of teachers on principals' supervisory role in Thika and Nairobi; found out that teachers perceived effective principals as persons who are hardworking, have accurate knowledge of what goes on in the schools and are interested in teachers as individuals, they are approachable, kind, considerate and willing to take advantage of teacher's special skills as well as giving them a share in decision making in the schools. All these are likewise the characteristics of an ethical leader. Principals' instructional supervisory practices help the school heads assist in improving classroom instructions because teachers are made more competent and efficient; parents on the other hand will be satisfied with the performance of their children. In the school system, it is the responsibility of the school head to develop and maintain teachers' competence.

The instructional supervisory activities by the school head include: checking of teachers' lesson notes, scheme of work, pupils' notes, teachers' punctuality, teachers' regularity in class, classroom observation, demonstration, conferencing, workshop, micro-teaching, moderation of examination question papers and moderation of marking schemes among others. To carry out these tasks, the school head must have supervisory capacity to enforce this task and also encourage the teachers to utilize their talents when necessary so that at the end, instruction and instructional procedures can be improved. The Federal Republic of Nigeria (FRN, 2004) and Litchfield (2003) identified management of curriculum and instruction, supervision of classroom instruction, monitoring and evaluation of students' progress and achievement, promotion and enhancement of learning environment, establishing and supporting continuous staff development and procuring instructional materials for teaching and learning as major supervisory functions of secondary school principals. The research work of Alimi and Akinfolarin (2012) on the impact of selected modes of instructional supervision activities on

students' academic performance in senior secondary schools in Ondo State, Nigeria revealed that there were significant relationships of checking of students' notes, class visitations/observation, checking of teachers' punctuality and attendance and moderation of examination questions and marking scheme on students' academic performance in senior secondary schools in Ondo State. The implication of supervision of instruction is that the supervisor (school principal) has to supervise the activities of the teacher and resources available for instructions; discover teachers' weakness and offer suggestions for improvement for the achievement of stated school goals. The principals should be guide by the principles of supervision during instructional supervision.

Principles of Instructional Supervision Guiding Principals Ethical Instructional Supervisory Behaviour

The principles of instructional supervision as enlisted by Ramezan and Mitra (2013:384) include;

1. Principle of optimism: optimism and positive view are primary fundamentals of an educational activity. The principals as ethical supervisors must promote optimism through which each member of the organization shall promote their counterparts. Characteristics of principle of optimism in instructional supervision are given as follows:

a. It emphasizes positive aspects of teachers;

b. It assumes that compulsion and direct control of teachers is not effective;

c. It assigns management of teachers and students to themselves; and

d. Sincerity is among fundamental principle.

2. Principle of planned instructional supervision: benefiting from a plan and planning for instructional supervision is more essential than any other educational task. This principle makes principals as supervisors benefit from a certain framework and path and evaluate respective

results of supervision accordingly. During each period, a separate planning must be arranged for instructional supervision.

3. Organizational principle: instructional supervision is an organizational behaviour and must be regarded as a management responsibility at school. Considering the schools where there is no official educational guidance and supervision, school master must play the role of an educational guide. The responsibility for improvement of educational process and learning at class and school lies on the parts of the educational guide, teacher and school principal.

4. Principle of responsibility and power: in order to carry out instructional supervision at schools, respective power must be given to the supervisor in proportion to his responsibility because the supervisor is not able to settle educational problems by establishing official liaison through organizational hierarchy, relying on respective instructions. The more instructional supervisor relies on their expert knowledge, skills and professional abilities, the more teachers will show eagerness to accept their guidelines.

5. Principles of group dynamism: instructional supervision is group task in which a teacher, school master, and departmental heads must play a great role in order to modify various education components, to collaborate with individuals with various expertises, which is really needed. This shall be possible only through making individual dynamic in form a group work. Any individual, who is involved in school modification process, must be within the framework of supervision. Thus, this responsibility is excluded from an individual form and a special group and goes beyond school and society. Instructional supervision must be regarded as a team responsibility, which must be presented in form of group dynamisms.

6. Principle of professional growth and development: One of the most important goals of instructional supervision is professional development of teachers and promotion of knowledge, skills and information of teachers. Extension of self-reliance and independence in work for

teachers is among fundamental steps, taken for realization of this great goal. Orientation with application of modern phenomena at schools such as computer, using educational software, learning new expert knowledge and hire of modern educational methods all provide suitable grounds for professional growth of teachers. Acquiring fresh experiences and knowledge, which gives fresh abilities and initiative to teachers, is necessary and significant for promotion of efficiency among teachers, but it is so valuable in change of personality of teachers and raising spirits and motivation among teachers and for their scientific and occupational promotion.

7. Principle of systemic thinking: instructional supervision must be constant and multilateral; including inputs, process and outputs for both the school and entire education system and it is not limited only to a certain part.

8. Principle of needs assessment: in order to obtain desirable results in instructional supervision and guidance, respective needs of society, teachers, students and the entire educational system must be identified and principals should pay close attention to the aforesaid needs during the supervision process.

9. Principle of supervision comprehensiveness: supervision over educational system must cover the entire body of educational system.

10. Principle of worthiness of individual and group: hire of methods of instructional supervision shall not bring about equal results for all teachers. At school, a teacher must feel that he enjoys worthiness and importance with respect to school affairs, especially in educational decision making. Positive self-assumption by teacher with respect to himself and his job shall lead his behaviour for realization of school objectives.

11. Principle of reactive management: on the strength of the said principle, before problems become serious and manifested, principals must predict probable problems using required means and prevent occurrence of serious problems.

12. Principle of procedural supervision: It means that supervision is a constant and developing activity. Kaizen's philosophy is based on the fact that human life style and social and family life must constantly be improved. The strategic message with Kaizen's Philosophy is that even one day should not be passed without any improvement at each unit of an organization because organization is an open system and must constantly be developed. On a whole, attention to the fact that instructional supervision is a process shall cause that the principal as supervisors be promoted in the following issues:

a. Acceptance and justification of constant improvement philosophy at school;

b. Design of desirable and permanent condition in supervision;

c. Compiling a timetable for constant improvement at school; and

d. Change and modification of teaching methods of teachers.

13. Principle of being scientific and specialized: Nowadays, instructional supervision plans enjoy scientific orientation and its success in removal of educational obstacles and improvement of teachers' performance and commitment owes to achievements of organizational and behavioural sciences. This principle indicates that educational supervisors (example: principals) must achieve a scientific insight for supervision. Scientific insight can be explained by separate definition of the two concepts of 'insight and science'. Insight refers to awareness whatsoever, while science covers the entire human knowledge.

On a whole, educational supervisors, who believe in the fact that supervision is scientific in accomplishment of school supervision, undergo the following stages:

1. Identification of educational problems, quality, students, teaching;

2. Study of causes for emergence of problems;

3. Designation and study of possible solutions for solving educational problems;

4. Designation of economic, ethical, social, cultural and political criteria for assessment of solutions;

5. Comparison of solutions to criteria and designation of results obtained from such comparison; 6. Selection of appropriate solution/s for solving educational problems;

7. Enactment and hire of solutions, selected for solving a problem;

8. Evolutionary and final evaluation of enactment of solution;

9. Receiving corrective feedbacks with respect to the aforesaid stages; and

10. Hire of results obtained, for the next supervising periods.

14. Principle of changing: this principle of instructional supervision is founded on a more general organizational principle that is; all individuals and organizations require certain changes during time and constancy and continuation of life of any individual and organization do require certain changes. This means that certain changes must be made in organizations and individuals in order to fulfill social, economic and cultural changes and transformations. Pressure resources for such changes may be inside or outside the organization. The responsibility of changes at national level lies on the part of Ministry of Education and at schools on the part of teachers and educational guides accordingly. If educational leaders can convince teachers that such changes are necessary for their occupational growth and progress, commitment, facilitating change process of the said parties, obviously, teachers will show tendency toward such changes.

16. Principle of being communal: This principle supervises that all school teachers do require educational supervision services. None of teachers may claim that they don't need such services. This, educational supervisors must create and promote this mindset that all teachers, irrespective of extent and type of their expertise do need supervision services.

17. Principle of cooperation: educational services must be founded on the basis of cooperation and group collaboration. It means that materialization of supervision goals is not possible only by an educational supervisor, but, all school staff must get engaged in fulfillment of this goal.

18. Principle of priority of prevention to treatment: prevention in educational system is that we act upon certain measures in order to prevent further educational problems. Usually, the principle of prevention in educational supervision is realized in two forms. Direct prevention: In this method, teachers and students become resistant against the elements leading to drop of quality of education and teaching. It means that an educational supervisor – principal offers certain recommendations, teachings and briefing sessions in order to maintain and to promote awareness: of teachers and students. Indirect prevention: in this method, an educational supervisor - principal does not prevent direct relation. Instead, prevention is materialized through correction of structures. For example, one of the elements that cause drop of learning quality is manner of class administration. Preventing indiscipline and undesirable class environment, the educational supervisor must compile certain instructions in advance and notify the said instructions to teachers in order to prevent probable problems in the future. Thus, the educational supervisors must note that it is not their duty to wait for problems to occur; instead, they must prevent probable educational problems before such problems occur. Sometimes, a simple preventive measure shall prevent occurrence of serious educational problems in the future.

19. Principle of practicability: although supervisors - principals do seriously need theoretical fundamentals, their success in assistance with improvement of educational quality owes to practical and applied measures. It means that supervisors must present practical guidelines and teachers must practice the said guidelines in order to be successful. Supervisors shall not be successful if they do not visit classes and observe what happens in the class. Thus, attitude of

teachers and supervisors toward supervision must be an applied and practical one and the educational supervisor must exchange certain subjects with teachers theoretically, aiming at improvement of method of teaching and class administration and in return, the teachers must learn the said subjects, but, they do not practice the same either; and only force and energy are spent in this regard. The responsibility of supervisors is to make certain changes in manner of practice of teachers and they must not leave teachers alone until they do not reach this stage. However, the principal familiarizing themselves with the above principles of supervision stands a chance being demonstration good ethical leadership behaviour during instructional supervisory practices.

Principals' Ethical Communication Leadership Behaviour as Correlate of Teachers' Commitment

Maintaining effective communication system among students, teachers and other non-teaching staff is one of the important functions of principals in the secondary school. Where effective communication system is highly projected in an organization including the school system then it is possible that the aims, objectives and goals of such organizations are achieved and likewise aids good performance. The extent to which a principal establishes and maintains good and effective communication flow using ethical standards, to that extent he is able to accomplish his set goals. Failure to appropriately communicate leads to poor teacher commitment and friction between workers or subsystems, with organizational failure as the resultant effects. Any administrator or principal who wishes to avoid a disappointing situation, conflicts or disorder must have to ethically communicate with staff as it is the epitome of effective school administration. Communication as defined by Udeozor (2004) is the act of passing relevant information to the person who needs to know, or who, is in a position to use that information because it affects his work. It involves the means and process of transmitting message, ideas and information from one individual to another and also among members in a

group. Communication is the unifying means by which organization members are linked together to achieve a central purpose and objective. Communication helps to link all the various organization activities and however the performance of all functions of the principal such as planning, organizing, directing, controlling and coordinating depends on effective system of communication. All organization leaders should device means or way of communicating with subordinates for effective communication. However a broken down communication ignites mutual distrust, suspicions, resentment, gossips, insecurity and fear (Udeozor, 2004). According to Ärlestig (2008), communication is a multidimensional process which requires frequent use of dialogues and conversations in the school organization. To Ärlestig communication plays an important role in almost all the school activities and which can be viewed as a medium of exchange of information among individuals within the school. How the aims and objectives of schooling are understood and communicated, become prerequisites for what activities and perspectives are valued and this lead to further actions.

This implies that communication can be both a way to analyze and understand processes in schools and a process to influence others' actions, commitment to duty and understanding. An ordinary working day for principals and teachers contains many meetings, interactions and conversations. The question is how do these activities contribute to teachers' commitment and school outcomes? Public organizations just like the secondary schools have specific objectives and aims to fulfill, and it is through effective communication that leadership can inform staff members about the school aims and objectives. Secondary schools in Delta State like any other State also have a concentrated curriculum that requires local interpretation which provides the actors with a wide span of opportunities about how to realize the national objectives (Ärlestig, 2008). There are also expectations that school principals and teachers in Delta State should work with for school improvement and constant improvement in their activities. This requires

principals and teachers who are engaged, knowledgeable and have time to talk about issues related to teaching and learning through effective communication process. In essence, communication is very essential in every organization and likewise the school system. Even if communication often is described as important, a large part of everyday conversations and how they are conducted are taken for granted and are not consciously used by most school leadership. However, it is impossible to conduct any type of leadership without communication since leadership and communication are closely connected. If there were not any meetings and conversations where principals could inform, share reflections, challenge, support and motivate the personnel the only way for a leader to affect followers would be reduced to rewards and punishments (Ärlestig, 2008).

A communicative leadership is especially important in organizations with ethical values that are non-negotiable. One of the principal's challenges is to support teachers to improve student outcomes. What principals and teachers talk about and how they communicate both reflect and construct what is considered important in different processes and activities. Communication therefore also reveals what is in focus in the organization's everyday work. From all the foregoing shows that communication is the therefore life-blood of every organization as highlighted in Udeozor (2004).

Its importance in every school administration cannot be overemphasized and as pointed out by Obi (2002: 70) includes that;

1. Communication serves as a unifying mechanism between various inter-dependent parts like the principals and teachers in the organization;

2. It breeds proper coordination, control, order lines, commitment and goal accomplishment for principals and teachers in the organization;

3. It increases workers (example, teachers) commitment and performance in the school;

4. Communication helps to breed productivity in any organization and provides good organizational climate;

5. It assist to strengthen leadership in the school;

6. It is a social process which can be used by leadership for reduction of chaos, uncertainty and agitation; and

7. Communication provides and serves as an important vehicle by which a plan of action is co-ordinate towards the implementation of a common goal and provides means by which members of an organization can be motivated to execute the plans of the organization willingly and enthusiastically.

Therefore, for successful schools, leadership must utilize appropriate communication techniques and channels of communication. Effective communication process should also be maintained. The various communication techniques and channels according Udeozor (2004) and Ärlestig (2008) would include the use of oral presentations in form of speeches, meetings and telephone conversations, written communication through letters, memos, note taking, sanctions, query, among others, and non-verbal communication means like signs, gestures or actions. The non-verbal type of communication involves transmission between sender and receiver which does not use speech or language.

The meaning of the message is transmitted by the use of expression and movement of other parts of the body to deliver the message without altering any speech or sound. It could be by nodding of the head towards a particular direction or it could be used to show disapproval or affirmation. In this era of technology, the use of electronic device such as computers, iPods and smart phones also serve as important techniques and channels of communication. Since communication is the process of transmitting information and common understanding from one person to another; the principal must take cognizance of the elements of the communication

process which includes the sender, encoding the message, transmitting the message through a medium, receiving the message, decoding the message, feedback, and noise in order to improve the effectiveness of communications. The school leadership must identify the importance of sender's and receiver's responsibilities and adhere to active listening skills for effective communication. According to Kline (2000), ethical leaders recognize the importance of good communication and communicate effectively with teachers in the school. They work hard to prevent bottlenecks and keep channels open up, down, and throughout the organization by establishing an appropriate working climate and adjusting their communication behaviour to fit the situation, and practicing techniques to improve communication in their organization.

Furthelmore, Udeozor (2004) discussing the communication process requisite for guiding leadership ethical communication behaviour in the school, envisaged that they are the steps through which an idea, message or information passes from the source to the destination and feed back is given. According to Udeozor (2004) communication undergoes five stages of the source, transmission, signal, receiving and destination. The source represents the speaker; signal is the speech or message while the destination is the listener. The first stage in communication is ideation- determine what idea or information to pass across. This is followed by encoding whereby the idea or information to be passed or sent is translated into signs and symbols which the communicatee can understand after which transmission is effected. The receiver or communicatee interprets the message - action or body movement, decoding trying to read meaning into what was sent. If the message passes at common referent, stimulating to him, he understands and sends feedback to the source or sender. This has further been illustrated in a diagram in figure 4.

Source/Ideation ⟶ Encoding (Information Carrier) ⟶ Transmission

Receiving (Recipient)

Feedback ⟵ Action ⟵ Decoding ⟵
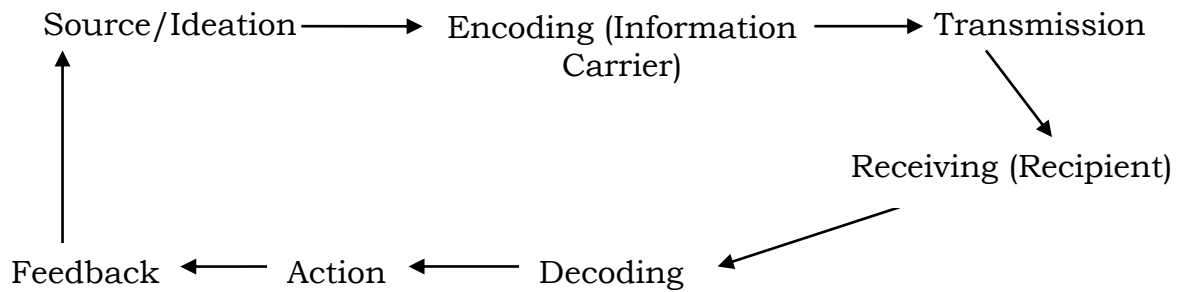
Figure 4: Communication Process

(Source: Udeozor, R. K. (2004). Educational Administration: Perspectives and Practical Implications. Nimo: Rex Charles & Patrick Limited, pp. 141)

Given the above discussions, ethical leaders are the ones that utilize effective communication techniques, channels and processes in order to achieve teachers' commitment in the school. Such leadership exhibit behaviour which allows active and participatory communication means that enable teachers make their contributions towards school improvement. A good school administrator has no greater responsibility than to develop effective communication (Lunenburg, 2010). In a summary, Kline (2000) noted four important ways of improving communication in the school which has been discussed in the guidelines to ethical communication behaviour. They include: encouraging feedback, listening effectively, and reduce communication misunderstanding by knowing the barriers to communication. Certain guidelines have also been highlighted below to guide principals' ethical communication behaviour.

Guidelines to Principals' Ethical Communication Behaviour

Crawford-Patterson (2008:10) pointed out the under listed as guideline required for effective principals' communication behaviour in schools. The principal must observe the following communication dimension descriptors;

a.   Express clear and concise language in communication;

b.   Use effective communication processes and communicate messages with precise understanding;

c.   Use language appropriate to situation;

d.   Check for understanding when communicating;

e.   Exhibit sensitivity towards diverse populations in communication;

f.   Interpret communiqués accurately;

g.   Use appropriate communication modes and channels;

h.   Convey opinions succinctly and appropriately when communication; and

i.   Seek first to understanding when communicating.

Lunenburg (2010) stated that effective communication is a two-way process that requires effort and skill by both sender and receiver. To Lunenburg, the guidelines for effective communication in the school system were discussed under to broad categories of senders' and receivers' responsibilities.

a. **Senders' Responsibilities**: In a school, the sender is a person who has a need or desire to convey an idea or concept to others. The principal as the administrative head through his directives initiates majority of the communication in the secondary school. Lunenburg (2010) have gleaned Ten Commandments of good communication, which are particularly applicable to the sender. These commandments, together with a basic understanding of the communication process itself, should provide a good foundation for developing and maintaining an effective set of interpersonal communication skills, which school administrators can use when communicating with various school stakeholders.

1. School administrators need to clarify their ideas before communicating. The more systematically administrators analyze the problem or idea to be communicated, the clearer it becomes. This is the first step toward effective communication. Many communications fail because of inadequate planning. Good planning must consider the goals, attitudes, and needs of those who will receive the communication and those who will be affected by it.

2. Administrators need to examine the true purpose of each communication. Before administrators communicate, they must ask themselves what they really want to accomplish with their message—obtain information, initiate action, or change another person's attitude. Administrators need to identify their most important goal and then adapt their language, tone, and total approach to serve that specific objective. Administrators should not try to accomplish too much with each communication. The sharper the focus of their message, the greater its chances of success.

3. Administrators need to consider the total physical and human setting. Meaning and intent are conveyed by more than words alone. Many other factors influence the overall impact of a communication, and administrators must be sensitive to the total setting in which they communicate: the circumstances under which an announcement or decision is made; the physical setting—whether the communication is made in private or otherwise; the social climate that pervades work relationships within the school or department and sets the tone of its communications; custom and practice—the degree to which the communication conforms to, or departs from, the expectations of the audience. Be constantly aware of the total setting in which you communicate. Like all living things, communication must be capable of adapting to its environment.

4. Administrators need to consult with others, when appropriate, in planning communications. Frequently, it is desirable or necessary to seek the participation of others in planning a communication or in developing the facts on which to base the communication. Such consultation often lends additional insight and objectivity to the message. Moreover, those who have helped plan the communication will give it their active support.

5. Administrators need to be mindful, while communicating, of the overtones as well as the basic content of the message. The administrator's tone of voice, expression, and apparent

receptiveness to the responses of others all have tremendous impact on those the administrator wishes to reach. Frequently overlooked, these subtleties of communication often affect a listener's reaction to a message even more than its basic content. Similarly, the administrator's choice of language—particularly her awareness of the fine shades of meaning and emotion in the words used—predetermine in large part the reactions of the listeners.

6. Administrators need to take the opportunity, when it arises, to convey something of help or value to the receiver. Consideration of the other person's interests and needs—trying to look at things from the other person's point of view—frequently points up opportunities to convey something of immediate benefit or long-range value to the other person. Staff members are most responsive to administrators whose messages take staff interests into account.

7. Administrators need to follow up their communication. An administrator's best efforts at communication may be wasted, and she may never know whether she has succeeded in expressing her true meaning and intent if she does not follow up to see how well she has put her message across. An administrator can do this by asking questions, by encouraging the receiver to express his or her reactions, by follow-up contacts, and by subsequent review of performance. An administrator needs to make certain that every important communication has feedback so that complete understanding and appropriate action result.

8. Administrators need to communicate for tomorrow as well as today. Although communications may be aimed primarily at meeting the demands of an immediate situation, they must be planned with the past in mind if they are to maintain consistency in the receiver's view. Most important, however, communications must be consistent with long-range interests and goals. For example, it is not easy to communicate frankly on such matters as poor performance or the shortcomings of a loyal staff member, but postponing

disagreeable communications makes these matters more difficult in the long run and is actually unfair to your staff and your school organization.

9. Administrators need to be sure that their actions support their communications. In the final analysis, the most persuasive kind of communication is not what administrators say, but what they do. When leaders' actions or attitudes contradict their words, others tend to discount what they have said. For every administrator, this means that good supervisory practices such as clear assignment of responsibility and authority, fair rewards for effort, and sound policy enforcement serve to communicate more than all the gifts of oratory.

10. Administrators need to seek, not only to be understood, but to understand, be a good listener. When an administrator starts talking, he often ceases to listen, at least in that larger sense of being attuned to the other person's unspoken reactions and attitudes. Even more serious is the occasional inattentiveness a leader may be guilty of when others are attempting to communicate with him. Listening is one of the most important, most difficult, and most neglected skills in communication. It demands that the administrator concentrate not only on the explicit meanings another person is expressing, but also on the implicit meanings, unspoken words, and undertones that may be far more significant. Thus, an administrator must learn to listen with the inner ear if he is to know the inner person.

b. **Receivers' Responsibilities:** Communication depends on the ability not only to send but also to receive messages. So the ability to listen effectively greatly enhances the communication process. But many of us are not good listeners. Effective listening skills can be developed, however. Lunenburg (2010) summarized the following ten rules for good listening:

1. Stop talking. You cannot listen if you are talking. For example, Polonius in Hamlet said: 'Give every man thine ear, but few thy voice'.

2. Put the talker at ease. Help a person feel free to talk. This is often called a permissive environment.

3. Show a talker that you want to listen. Look and act interested. Do not read your mail while someone talks. Listen to understand rather than to oppose.

4. Remove distractions. Don't doodle, tap, or shuffle papers. Will it be quieter if you shut the door?

5. Empathize with talkers. Try to help yourself see the other person's point of view.

6. Be patient. Allow plenty of time. Do not interrupt a talker. Don't start f or the door or walk away.

7. Hold your temper. An angry person takes the wrong meaning from words.

8. Go easy on argument and criticism. These put people on the defensive, and they may clam up or become angry. Do not argue: Even if you win, you lose.

9. Ask questions. This encourages a talker and shows that you are listening. It helps to develop points further.

10. Stop talking. This is first and last, because all other guides depend on it. You cannot do an effective listening job while you are talking.

In situations where the administrator is the recipient or receiver of the message in the school, he or she must be guided by the following rules in order to become an active listener as highlighted by Lunenburg (2010):

1. Listen for message content. The receiver must try to hear exactly what the sender is saying in the message.

2. Listen for feelings. The receiver must try to identify how the sender feels in terms of the message content. This can be done by asking: "What is he trying to say?"

3. Respond to feelings. The receiver must let the sender know that her feelings, as well as the message content are recognized.

4. Note all cues, verbal and nonverbal. The receiver must be sensitive to the nonverbal messages as well as the verbal ones. If the receiver identifies mixed messages, he may ask for clarification.

5. Rephrase the sender's message. The receiver may restate or paraphrase the verbal and nonverbal messages as feedback to the sender. The receiver can do this by allowing the sender to respond with further information.

Principals' Ethical Collaborative Leadership Behaviour as Correlate of Teachers' Commitment

The word collaborative has been curved out from collaboration. The concept of collaboration as defined by Mattesich, Murray-Close and Monsey (2001) means mutually beneficial and well-defined relationship entered into by two or more organizations. The relationship includes a commitment to mutual relationships and goals; a jointly developed structure and shared responsibility; mutual authority and accountability for success; and sharing of resources and rewards. It is an advanced form of an "interagency linkage," the traits of which include shared vision and goals, well-developed and formalized roles for participants, sharing of power and decision-making and joint assumption of risks and resources.

This definition encompasses all of the necessary elements of structure, goal-orientation, mutual benefit, relationship-building, and clarity in activities, and is the current standard within the literature for defining collaboration. Leaders need to keep some form of this concept in mind in the initiation, building, and maintaining of their collaborative efforts. Collaboration therefore is a key organizational mechanism for advancing their missions. Schools where collaboration is successful have a strong leadership presence and high teachers' commitment. By defining collaboration as the systematic process that allows teachers to work together to

analyze and improve instructional performance and student learning, leaders can help teachers work together to establish common learning goals, design focused action research, and work to ensure that the needs of all students are met (Williams, 2010). In regards, effective collaboration is built on a foundation of excellent interpersonal communication skills. Principals must model two-way communication by seeking information from teachers, likewise other staff members, families and students, as well as disseminating information to these constituencies. Fullan (2001) observed that relationships are essential in all successful change initiatives. "If relationships improve, things get better. If they remain the same or get worse, ground is lost. Thus school leaders must be consummate relationship builders with diverse people and groups" (2001, p. 5).

Principals with sound ethical values need well-honed skills that enable them to work collaboratively with school professionals, and teachers to ensure that effective educational programmes are provided. There are certain factors influencing successful collaboration and ranked the following traits as the most important:

1. Mutual respect, understanding and trust;

2. Appropriate cross-section of members; and

3. Open and frequent communication

In particular, novice administrators need to become familiar with existing organizational expectations, procedures, and processes related to communication and collaboration, e.g., chain of command, collaborative structures, communication flowcharts. This knowledge, coupled with effective skills, will facilitate their relationship-building efforts. Emphasizing effective communication within the context of principals' accountability will ensure that administrators understand the value placed on these skills and processes by district leadership (National Association of Elementary School Principals – NAESP, 2001). Effective principals must be

familiar with available resources to support the diverse needs of staff members. Successful leaders need to know how to access additional support as required to ensure teacher commitment appropriate and education for all students; and this can be achieved through successful collaborations. Williams (2010) opined that the school principal is one of the most important factors in the successful implementation of educational reform whose role is critical in the development of a collaborative culture that empowers teachers. Through effective instructional collaborations school leaders promotes trustful, honest relationships with faculty members likewise teachers in order to establish a culture that satisfies the teachers to innate needs and desires to improve, grow, and promote students learning.

Further pointing out the importance of collaborations for promoting teachers' commitment in schools, Williams (2010) identified the following:

a. Collaboration affords teachers an opportunity to come together in an effort to improve practice, and through this effort to assist novice teachers, many teachers also find a renewed interest in their craft, which may have been flagging or on the verge of burnout prior to the experience.

b. The formation of teacher teams through collaborations, such as those required by collaborative professional development models, serves to combat the sense of frustration and feelings of isolation that grow when teachers do not have supportive and reflective collaborative partners. Nieto cited in Williams (2010) finds that an important condition of professional development "is a climate of openness, shared decision making, and collaboration in the school," all of which are fostered in an environment where teachers are empowered to develop, implement and reflect upon topics that interest them and relate directly to their instructional and intellectual needs (p. 11).

c. Collaboration has powerful implications for collective learning and building consistent educational practices within schools. Darling-Hammond and McLaughlin also cited in Williams (2010) said the "key to this kind of professional growth is structures that break down isolation, empower teachers with professional tasks, and provide areas for thinking through standards of practice" (p. 350). These interactive networks in schools provide opportunities to develop leadership capacity in teachers.

d. Hatch cited in Williams (2010) asserted that "collaboration brings teachers together to assess their students' understanding; design, plan and implement new instructional practices; and reflect on their own teaching" (p. 350). In the collaborative setting, "teachers must reflect upon their instruction and their specific interactions with students, which is a component required if instructional practices are going to change" (p. 351). This model of team interaction for educational decision-making purposes, in the form of the professional learning communities model, is likely to be effective and enduring when those responsible for its implementation are included in the decision-making process.

e. Collaboration moves teachers out of isolation and helps them grow in their practice. This growth, which can be defined through student learning data, occurs because "teachers do not learn best from outside experts or by attending conferences or implementing 'programs' installed by outsiders. Teachers learn best from other teachers, in settings where they literally teach each other the art of teaching" (Schmoker, 2005, p.141).

In summary, collaborations in the secondary schools promotes teachers self-efficacy, helps to improve teachers' intellectual work of teaching, enables teachers share common orientation and understanding of teaching and learning, aids sharing of expertise for facilitating students' learning and enables teachers engage in the kind of dialogue and evaluation of practice that leads to systemic school improvement. Supporting this, Bolster and Henley (2005)

opined that as teachers worked together in collaborative groups, they developed common lessons, share ideas, reflect upon strategies that have been used in their classrooms, and discuss learning objectives. This structure provided accountability for all teachers. In schools without collaboration, the barriers created by isolation do not allow for reflection and refinement of practice, nor do they build collective responsibility for student learning. To Gumus, Bulut and Bellibas (2013), teachers' professional collaboration has been found to be an important part of efforts to enhance teacher motivation, increase teachers' self-efficacy, provide moral support for teachers (Johnson, 2003), and augment teacher job satisfaction (Ackerman, 2011). Extant research also identified collaboration among teachers as an important factor affecting positively the implementation of reform initiatives in schools. Finally, and perhaps most importantly, the learning experiences teachers attain because of their collaborative efforts could make them more competent in terms of improving student learning.

In this vein, collaboration is both beneficial to teachers as effective, meaningful professional development, and is also meaningful as the influence of a school leader on student achievement. However, several ways in which principals can improve collaborations among teachers in the school is through mentoring, co-teaching, coaching, team-teaching, research led teaching activities, supervision, engagement in professional dialogue, teacher professional development activities like seminars, workshops, conferences, among others (Williams, 2010; Li, 2014). Cha and Ham (2012) highlighted that in educational settings, collaboration includes teachers' joint efforts on core tasks, such as instruction in the classroom. Teachers could set up formal teams to collaborate to improve their teaching, while collaboration could also occur while teachers talk informally about their classroom practices. Therefore, there are certain guidelines which have to be observed by ethical leaders in order to improve effective collaborations in the secondary schools.

Guidelines to Effective Principals' Collaborations in the School

Rutgers in (2009: 31) developed some guidelines which are widely applicable in the school system also in order to improve collaborations in schools and they have equally been enlisted below.

1. Involve all key players so that collaborative decisions and activities receive widespread support and recognition.

2. Ensure that the collaborative has leadership that is visionary, willing to take risks, and facilitates change.

3. Establish a shared vision of how the collaborative should progress and of the expected outcomes for children and families served by the collaborative partners.

4. Build ownership at all levels. Commitment to change must be mobilized at all organizational levels of member agencies and among community members involved in the collaborative.

5. Establish communication and decision-making processes that recognize disagreement among actors as a part of the process and establish ways to deal with conflict constructively.

6. Institutionalize change by encouraging member agencies to include collaborative goals in their institutional mandates and by earmarking funds for collaborative activities. Finally, and perhaps most importantly, remember that change begins with individuals, not institutions. Agency representatives must be allowed to take time from routine responsibilities to meet and interact with each other so that trust and respect on an individual level can be generated. It is through personal interactions that the trusting relationships across agencies that sustain the growing pains associated with systemic change are nurtured.

Similarly, Butler (2007:1-2) identified eight key principles for effective collaborations in schools and they included:

1. A Powerful, Common-Owned Vision: effective collaboration focuses first on "what" (vision and outcomes) rather than the "how" (structure).

2. Limited, Achievable Objectives: establishing initial objectives that have high value as well as reasonable high potential for accomplishment is critical or effective collaboration. The objectives must have clear significance that captures the motivation of the group and relevance to each partner's vision and objectives.

3. Trusting Relationships: effective collaboration is not a function of "mechanics" but, first of all, of people and relationships of opened and mutual concern. The heart of collaborators is restoring relationships. Effective collaboration, therefore, is addressing the outworking of the very essence of relationships. Facilitators of collaborations must be intentional about processes that will facilitate the building of trusting relationships.

4. Good Facilitation: Each person collaborating must have a commitment to both the vision and outcomes as well as to collaborate is essential to realizing the vision. The school leadership must be neutral and be able to demonstrate to all participants a commitment to both his individual school and common success. The leadership needs to be selected, trained and coached in collaboration facilitation.

5. Collaboration must be process driven and not event driven: this involves building consensus and trusting relationships which is time intensive. This process is much like the construction of a significant building where the preparation, planning and foundation building stages may take a long time with little visible evidence of progress.

6. Partners with Clear Identities and Vision: the clearer the partner's vision and identity, the more assured it will be in its potential role and ability to effectively contribute. Each partner

must see the value of the partnership in their vision and feel as though their contribution is important and valued by the other partners.

7. Effective Partnerships Focus on What They Have in Common: vision and purpose draw people together. Having a well defined "end" is critical, since a focus on the "means" - particularly at the early stages - can lead to division. Effective collaborations openly acknowledge individual differences in histories, traditions, etc. even to the point of celebrating these differences. This acknowledges that "ears" are not "eyes" and that Jews, Greeks, Romans, and Samaritans with their enormous cultural/traditional differences were all welcome in the common vision.

8. Acknowledges and Meet Expectations of Key Constituencies: all collaborations have at least four constituencies: the audience or group we are seeking to serve or reach, the active partners, the leadership of each partner organization, and those funding. Partners need to be aware of and have respect for each others' constituencies. Partners need to be able to effectively communicate the outcomes of the partnership in terms their constituency understands and values.

Nevertheless, collaboration needs to be at the core of an ethical leadership innovation strategy in the school system - enabling better team working, faster decision making and increased creativity. This should be achieved through better design of spaces for meetings and interaction, better use of technology for in-room and remote collaboration, and through training of teachers in how to work together better.

Principals' Ethical Accountability Leadership Behaviour as Correlate of Teachers' Commitment

The term accountability according to Williams (2006) and Mulgan (2000), stems from a Latin word accomptare (to account), a prefixed form of computare (to calculate), which is in turn derived from putare (to reckon). To these scholars, accountability involves either the

expectation or assumption of account-giving behaviour. In ethics and governance, accountability is answerability, blameworthiness, liability, and the expectation of account-giving. As an aspect of governance, it has been central to discussions related to problems in the public sector, nonprofit and private (corporate) and individual contexts. In school leadership roles, accountability is the acknowledgment and assumption of responsibility for actions, products, decisions, and policies including the administration, governance, and implementation within the scope of the role or employment position and encompassing the obligation to report, explain and be answerable for resulting consequences. In school governance, accountability has expanded beyond the basic definition of being called to account for one's actions (Mulgan, 2000). It is frequently described as an account-giving relationship between individuals, e.g. "A is accountable to B when A is obliged to inform B about A's (past or future) actions and decisions, to justify them, and to suffer punishment in the case of eventual misconduct". Accountability cannot exist without proper accounting practices; in other words, an absence of accounting means an absence of accountability.

Accountability according to the Institute of Fund Raising (2017) is about being responsible to someone for actions taken; about being able to explain, clarify and justify actions. It implies that someone has a right to know and hold an organization to account; and that the organization has a duty to explain and account for its actions. Principals in the secondary schools have this duty as they have a privileged status because their purposes must be for the benefit of the school and public. In the secondary school, principals should be accountable to teachers, students, parents, governors, the local authority and the whole community to provide a high quality of education for promoting collective responsibility within the whole school community and for contributing to the education service more widely. Perhaps the most important result of accountability is trust, which is essential in any relationship

including that between principals and teachers. Being accountable to teachers means that principals are willing to make commitments and be responsible for your own actions. In essence, for school leadership to showcase accountability, demands that he or she must be transparent in dealing with teachers in school. Transparency on the other hand as described by the Institute of Fund Raising (2017) is all about being easy to understand, and being open, frank and honest in all communications, transactions and operations. It is possible to be accountable by providing a lengthy and technical explanation of every detail, but if this information is not easily understood by the audience, and if key facts are hidden by the sheer volume of information then the information is not presented in a transparent form. Accountability and transparency go hand-in-hand, and involve being aware of who school leadership are accountable to, what the important pieces of information are, and how they can be communicated most effectively.

The key principle of accountability demands that the principal must be honest and truthful, and comply with the rules and law. It is best practice for principals to respect the reasonable requests of teachers and other stakeholders, and operate in order to give teachers, beneficiaries and other stakeholders a better understanding of how the school works, its clients, and its objectives/goals. However, secondary school principals should build quality accountability systems in concert within their school communities that provide feedback to students, teachers and others with a view to securing teachers commitment and school improvement. These systems also meet the information requirements of external agencies regarding school performance.

The American Institutes for Research (2012:31) identified six domains for principals' professional accountability practices and they include the following:

a. Setting a widely shared vision for learning;

b. Developing a school culture and instructional program conducive to student learning and staff professional growth;

c. Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment;

d. Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources;

e. Acting with integrity, fairness, and in an ethical manner; and

f. Understanding, responding to, and influencing the political, social, legal, and cultural context.

In addition, teachers' commitment in the secondary schools can as well as be promoted if principals take into considerations those practices that will make them accountable for their actions to teachers.

Empirical Studies

The following under-listed empirical studies were discussed in this section to show their relationship with the present study. These empirical studies were to show their similarities and difference with this present study, and were also discussed under the following subheadings:

a. Studies on Principals Leadership Behaviour

b. Studies on Teacher Commitment

c. Studies on Principals Ethical Leadership Behaviour

Studies on Principals Leadership Behaviour

A study was conducted by Nwakpa (2015) on the relationship between principals' leadership styles and teachers' indiscipline in secondary schools in Ebonyi State of Nigeria. Three research questions guided the study. Descriptive survey design was adopted. The target population for this study consisted of 3025 who are teaching in the 162 public secondary

schools in the State. A sample size of 120 teachers from 64 schools selected through stratified random sampling was used in the study. Two sets of questionnaire, the Principals' Leadership Style Descriptive Questionnaire (PLSDQ) and the Teachers' Indiscipline Descriptive Questionnaire (TIDQ) were constructed by the researcher, and they were validated by three experts. Mean score and Pearson product moment correlation were used to provide answers to the research questions. The findings indicated that there was a positive relationship between the principal leadership styles namely autocratic and democratic leadership style with teachers' indiscipline. This relationship was significant for teachers of different years of experience. Recommendations were finally made for an improvement.

This previous study relates with the present study in the aspect of finding out the correlation between two variables. Yet the previous study differed from the present study in its contents. While this study focuses on leadership styles and teachers indiscipline the present study focuses on determining teachers' perception of principals' ethical leadership behaviour and teachers' job commitment. The present study focuses on teachers' job commitment while this previous study focuses on teachers' indiscipline. All these are the existing gap which the present study sought to fill. Few aspects of the previous study's methodology like use of two instruments, method of data analysis relates to the present study.

Abwalla (2014) carried out a study on principals' leadership style and teachers' performance in secondary schools of Gambella Regional State, Ethiopia. The main objective of this study is to investigate the influence of leadership styles on teachers' performance in general secondary schools of Gambella region, Ethiopia. To accomplish this purpose, the study employed a descriptive design. The study was carried in ten general secondary schools of Gambella region. A total of 190 individuals have participated in the study. Among them170 teachers were included as a sample through simple random sampling technique especially

lottery method. Additionally, 20 general secondary school principals were included through available sampling technique. Questionnaire and interview were the main instruments of data collection. The instrument for the study was a five-point likert type questionnaire. The questionnaire on communication, decision-making and delegation of duties were used to describe the principal leadership styles. While lesson plan, assessing students and involve in co-curricular activities were to determine the teachers" performance within the schools. The analysis of the quantitative data was carried out by using frequency, percentages, mean, standard deviation, one-way ANOVA, Post Hoc Test and Pearson correlation. The finding indicates that there is a positive relationship between leadership styles and teachers' performance (r=0.980) the relationship is significance (Sign=0.000 at 0.05 level).

The findings revealed that the independent variable (democratic was the most practiced leadership styles in general secondary schools of Gambella region. Furthelmore, the teachers' performance was found to be moderate in general secondary schools. In general, the findings concluded that principals' leadership style of general secondary schools in Gambella region had significance effects on decision-making, communication and delegation to improve the level of teachers' performance and thus teachers have not been performing to the expectation. Based on the findings, it was recommended that the principals of general secondary schools should neat a mixture of autocratic and democratic styles of leadership. While teachers' ideas and taught should be considered in decision-making about the training criteria in their administration in order to enhance better performance amongst teachers.

This previous study relates to the present study because it has its focus on the relationship of leadership styles and teacher performance. Although, the previous study is a correlation research, it differs from the present in the aspect of its methodology and contents. The previous study focuses on leadership styles and teacher performance while the present

study focuses on determining teachers' perception of principals' ethical leadership behaviour and teachers' job commitment. The present study focuses on teachers' job commitment while this previous study focuses on teachers' performance. All these are the existing gap which the present study sought to fill.

Studies on Teacher Commitment

Several studies have been carried out on teacher commitment. Odo (2017) carried out a study on comparative analysis of school climate and teachers' commitment in public and private secondary schools in Ebonyi State. The study adopted the descriptive survey research design. Population of the study comprised 10, 360 teachers from 418 secondary schools (of which 222 represents public-owned and 196 represents private-owned) in Ebonyi State. The sample for this study comprised 1, 036 teachers (within 210 secondary schools) selected using proportionate stratified random sampling technique. Instrument for data collection involved a set of questionnaire developed by the researcher for teachers titled "School Climate and Teacher Commitment Questionnaire (SCTCQ)" which contained 31 items. The instrument was validated by three experts and reliability of the instrument determined through a trial-test and data gathered from the test conducted were analyzed using Cronbach Alpha method.

Data collected were analyzed using mean scores and standard deviation for answering the research questions, while the z-test statistics was used to test the hypotheses at 0.05 alpha level of significance. Findings of the study indicated that there was no significant difference in the mean ratings of public and private school teachers on the types of school climate prevalent in secondary schools in Ebonyi State. There was also no significant difference in the mean ratings of public and private school teachers on the level of teachers' commitment in secondary schools in the State. Based on the findings, recommendations were proffered and among these included that: Ebonyi State School Management Board and proprietors of private schools should

implement policies and strategies that would ensure that principals actively maintain positive and open climate in their schools for teachers' commitment and positive outcomes. This previous study relates with the present study in the area of teacher job commitment and this makes it similar with current study. The previous study also differed from the present study in some aspects of its methodology. However, the previous study differed from the present study in its contents. While this previous study is a comparative analysis study, the present study is a correlational study. The previous study focuses on school climate and teachers' commitment but the present study focuses on determining teachers' perception of principals' ethical leadership behaviour and teachers' job commitment. All these are the existing gap which the present study sought to fill.

Kariuki (2011) conducted a study on secondary school teachers' perceptions on selected factors that influence their morale and commitment to work: A case of Nakuru District in Kenya. Five research questions and five hypotheses guided the study. The research design adopted in this study was the descriptive survey. The target population consisted of 1711 teachers in public secondary schools in Nakuru District. A sample of 172 teachers was randomly selected for the study. Teachers' questionnaires and head teachers' interview schedule were used to collect information on the respondents' perceptions on selected factors that influenced their morale and commitment to work. The instruments were based on a 5 point Likert scale. The reliability coefficient was computed using Cronbach alpha and stood at 0.86. This was deemed adequate for the study. The data was analyzed both qualitatively and quantitatively using means, standard deviations, percentiles and Pearson Moments Correlation. Pearson Moments Correlation was used to establish whether there was a significant relationship between teachers' characteristics and their perceptions on selected factors that influenced their morale and commitment to work. The study established that teachers perceived remuneration,

opportunity for further training, responsibility, social status, a sense of belonging and job security among others as impacting on their morale and commitment to work. The study established that there was no significant relationship between teachers' characteristics and perceptions on the selected factors that influenced their morale and commitment to work. The study also found out that there was no significant relationship between teachers' gender, age, experience and commitment to work. However, there was a statistically significant relationship between teachers' professional qualifications and their commitment to work. In all cases alpha coefficient was equal to 0.05. The results of this study provided a basis for informed decisions to stakeholders in education such as Ministry of Education, Teachers' Service Commission, curriculum developers, trade unions and teachers in general, on issues pertaining to teachers' perceptions on certain morale factors and commitment to their work. The study recommended that there is need to motivate teachers in order to maintain the high level of commitment in their work. School heads should think of ways of motivating teachers for instance, they should give incentives such as certificates of the 'teacher of the week'.

The focus of this previous study is on teacher commitment and this makes it similar with current study. The previous study did not focus on leadership behaviour just like the present student. It also differed with the present study in some aspects of its methodology. The method of data analysis is also similar with that of the present study in the area of using Pearson Product Moment statistics to identify the relationship between the factors investigated in the study. Yet the previous study differed from the present study in its contents. While this previous study focuses on teachers' perception of some selected factors which influence their morale and job commitment, the present study focuses on determining teachers' perception of principals' ethical leadership behaviour and teachers' job commitment. All these are the existing gap which the present study sought to fill.

Studies on Principals Ethical Leadership Behaviour

Generally, some researchers have conducted studies on principals' ethical leadership behaviour and teachers' commitment. An empirical study was carried out by Ali, Elmi and Mohammed (2013) on the effect of leadership behaviours on staff performance in Somalia. This study was designed to investigate the relationship between leadership behaviour and employee performance in Mogadishu. This study had three objectives, three research questions and three hypotheses. The study adopted both descriptive and correlation research design to establish the nature of the relationships. Population of this study was derived from some selected telecommunication companies in Mogadishu. The sample size constituted 100 hundred respondents in some telecommunication companies in Mogadishu. This study used questionnaire for collection data. To analyze the data, the spearman correlation statistical tool was used with the aim of establishing the relationship between above variables. This formed the basis of the detailed analysis, conclusions and recommendations. The study findings revealed the existence of statistically significant positive relationship between leadership behaviour and employee performance; there is a statistically significant moderate positive relationship between leadership behaviour and employee performance. Based on the findings, the researchers recommended that telecommunication companies should provide good leadership behaviour to their employee that will improve performance of employee.

This previous study shares similarities with the present study on areas of leadership behaviour and teacher commitment. Some of the variables in this previous study in the aspect of leadership behaviour also featured in the present study. However, some aspects of the previous study methodology differed with the present study while the study employed a correlation design which makes it similar to the present study. The previous study did not focus on ethical leadership behaviour which make is different from the present study. The previous study

differed from the present study in its contents. While this previous study focuses on leadership behaviour and teachers performance, the present study focuses on determining teachers' perception of principals' ethical leadership behaviour and teachers' job commitment. All these are the gap which the present study sought to fill.

A study was carried out by Duze (2012) on leadership styles of principals and job performance of staff in secondary schools in Delta State of Nigeria. This study investigated the leadership styles of principals and the effect on job performance of teachers and supportive staff in senior secondary schools in Delta State of Nigeria. Three research questions and two hypotheses guided the study. The study design is descriptive survey. The study population comprised all 358 senior secondary schools in Delta State of Nigeria from which a sample of 120 schools was selected through the simple random sampling technique. The principals, teachers, and supportive staff in these sampled schools constituted the subjects of the study made up of 120 principals, 1,254 teachers, and 403 supportive staff who responded to the study instruments. The sample size after retrieval of the instruments was 1,748 comprising 120 principals, 1,246 teachers, and 382 supportive staff. Three instruments were used for data collection – principals' leadership style questionnaire (PLSQ), teachers' job performance questionnaire (TJPQ) and supportive staff (SSJPQ) job performance questionnaires.

The data collected were analyzed using frequencies, percentages, ANOVA, and regression statistics. Results showed that job performance was found to be low for both categories of staff in the three leadership variables. Interestingly, supportive staff indicated highest level of job performance under laissez-faire principals and lowest under autocratic principals. Teachers' job performance was highest under democratic and lowest under autocratic principals. Also, job performance of staff was found to be more significantly related to democratic leadership style than either autocratic or laissez-faire leadership style. It was

therefore recommended that principals should adopt the democratic leadership style to boost job performance among staff and in essence, enhance administrative effectiveness and students' academic performance. This previous study also shares some similarities with the present study on areas of leadership behaviour and teacher job performance. Job performance is one of the components of teachers' commitment which makes it relate with the present study. The aspect of ethical leadership behaviours were not examined by this previous study which makes it differ from the present study. The previous study did not focus on the components of ethical leadership behaviour such as instructional leadership behaviour, decision making and instruction supervisory leadership behaviours, among others, which makes it different from the present study. While this previous study focuses on leadership styles and teachers performance the present study focuses on determining teachers' perception of principals' ethical leadership behaviour and teachers' job commitment. All these are the gap which the present study sought to fill.

Ismail and Daud (2014) carried out an investigation on the influence of ethical leadership towards organizational commitment in schools in Kedah, Malaysia. This cross-sectional survey involved 324 secondary school teachers in Kedah (State of Peninsular Malaysia). Samples were selected by using random sampling technique. Data were analyzed using SPSS version 19 and descriptive statistics using percentage, mean and standard deviation. Multiple regression analysis is used to test hypotheses. The instrument included Ethical Leadership at Work (ELW) and Three-Component Model Employee Commitment Survey (TCM-ECS). Results showed that ethical leadership influences the organizational commitment in schools. Implication of this study is that ethical leadership contributed to the organizational commitment in schools. Thus, it was recommended that ethical leadership should be applied and practiced by school leaders to improve the success of organizational commitment, thereby

improving school performance. This previous study also shares some similarities with the present study on areas of leadership behaviour. Some aspects of ethical leadership also featured in the study. The previous study methodology also differs from the present study. This previous study focuses on influence of ethical leadership towards organizational commitment while the present study focuses on teachers' perception of principals' ethical leadership behaviour and teachers' job commitment, which makes a difference with the present study. All these are the gap which the present study sought to fill.

Another study was carried out by Ensley (2014) on the evaluation of instructional leadership practices of principals in Nigerian secondary schools. The study was specifically interested in finding out the instructional leadership roles played by secondary school principals in Nigeria. In other words, the study evaluated the opinions of Teachers, Ministry of Education Officials and principals in respect of principals" instructional leadership practices in Nigerian secondary schools. The mass failure in examinations, non-coverage of school syllabus, wastage in human and material resources, teacher incompetence, examination malpractice, absenteeism and so on were assumed or alleged to be the result of inability of principals to effectively play their instructional leadership responsibilities in their schools. The critical areas examined were curriculum implementation, instructional supervision, staff development, provision and utilization of instructional materials, motivation, maintenance of school physical facilities, institutional planning of academic programmes, delegation of authority and communication network. Nine hypotheses were formulated to find out the significant differences in the opinions of the three groups of respondents. The descriptive and survey methods were adopted for investigations and data collection. Through stratified random sampling technique, twelve states in the six geo-political zones of Nigeria were selected for the study. One thousand, two hundred (1,200) respondents comprising of 960 Teachers, 96 Ministry of Education Officials and 144

Principals were selected as samples. Out of the 1,200 copies of questionnaire designed and administered by the researcher, 900 were filled and returned. The questionnaire as the basic instrument was vetted by experts in Educational Administration and Planning and statisticians and was also subjected to pilot study in Taraba State Secondary Schools. The One Way Analysis of Variance (ANOVA) and Scheffe's Post-Hoc test were used to test the null hypotheses. The finding of the research indicated that the instructional leadership role performed by principals showed high level of instructional leadership responsibilities in curriculum implementation, instructional supervision, maintenance of school facilities, delegation of authority and communication network. The study also revealed that principals of secondary schools in Nigeria did not adequately give attention to staff development, provision of school instructional materials, motivation of staff and students and planning of school programmes. The study also revealed that extra-curricular activities such as sports, clubs, debate and so on were not encouraged and promoted by secondary schools principals in Nigeria. Recommendations such as the need to get firm grip of the school curriculum in order to offer useful advice and assistance to teachers and the need to develop various motivational techniques such as honours, praise, involving teachers in decision making, open door policy, among others and the need to engage staff in several staff development programmes to constantly upgrade their knowledge and skills were offered.

This previous study only shared similarities with the present study in the aspect of instructional leadership behaviour other aspects of leadership behaviour was not treated by the study. The previous study is not a correlation study that evaluated relationships between two variables just like the present study. The study did not focus on teacher commitment. The aspect of ethical instructional leadership was also neglected which makes it different from current study. Some aspects of the study methodology also differ from the present study. While this

previous study focuses on only instructional leadership styles practices, the present study focuses on determining teachers' perception of principals' ethical leadership behaviour and teachers' job commitment. All these are the gap which the present study sought to fill.

An empirical study was conducted by Cherkowski, Walker and Kutsyuruba (2015) on principals' moral agency and ethical decision-making: toward a transformational ethics in Canada. Three research questions guided this study. This study is a descriptive survey which provided a rich portrait of moral agency and ethical decision-making processes among a sample of Canadian school principals. The participants sampled in this study were Canadian principals from the ten provinces and three territories, identified by harvesting email and mailing addresses of principals and schools from various public domain and online sources, including links to all of the school boards across Canada. For this exploratory study, the primary data collection tool was a survey that consisted of structured questionnaires with open-ended questions and demographic data items.

Using an ethical responsibility framework linking moral agency and transformational leadership, the researchers found that 1) modeling moral agency is important for encouraging others to engage their own moral agency in the best interests of all children; 2) despite efforts to engage in collaborative decision-making, principals are often faced with the reality that they are the ones to absorb the cost of decisions; and 3) moral agents need to become wide-awake to the ethical issues and challenges that permeate their day-today work lives. The researchers suggested the need for further research on how to support principals, at all stages of their career, in developing the capacities for the kind of moral agency that encourages the vision, commitment, incentives, resources, and action plan to transform school culture. This previous study focuses on principals' ethical decision making of school leadership and this made it relate with the present study. The previous study also differs from the present study in aspects of

teacher commitment and its methodology. The previous study did not test correlation just like the present study. The previous study differed from the present study in its contents. While this previous study focuses on principals' moral agency and decision making towards a transformational ethics, the present study focuses on determining teachers' perception of principals' ethical leadership behaviour and teachers' job commitment. The present study focuses on teachers' job commitment which this previous study did not focus on. All these are the gap which the present study sought to fill.

A study was carried out by Sule, Ameh and Egbai (2015) on instructional supervisory practices and teachers' role effectiveness in public secondary schools in Calabar South Local Government Area of Cross River State, Nigeria. Two null hypotheses were formulated to guide the study. Ex-post facto research design was adopted for the study. The population of the study comprises all public secondary school principals and teachers in the study area. There are a total of six (6) principals and four hundred and thirty-three (433) teachers. Simple random sampling technique was used to select one hundred and ninety-five (195) teachers from six (6) public secondary schools. A well structured questionnaire tagged "Instructional Supervisory Practices Questionnaire (ISPQ) and Teachers' Role Effectiveness Questionnaire (TREQ)" were used for data collection. Pearson's product Moment Correlation analysis was used for data analysis.

The results of the analysis revealed that there was a significant positive relationship between instructional supervisory practice of classroom observation and teachers' role effectiveness. The result also revealed that, there was a significant positive relationship between instructional supervisory practice of checking of teachers' lesson notes and teachers' role effectiveness. It was concluded that a closer, regular and continuous instructional supervisory practice rather than snappy, unscheduled and partial supervision is what is urgently needed especially now that a lot of changes have been introduced into the school curriculum. It was

recommended among others that Government through the Ministry of Education should organize training programmes for principals as well as teachers on the need for effective instructional supervision. This study just like that of Makokha (2015) also shared some similarities with the present study in the aspect of instructional supervision. The previous study just like the present study sought for relationships among variables. The previous study did not focus on teacher commitment. The aspect of ethics in instructional supervision was also neglected and which makes it different from current study. Some aspects of the previous study methodology also differed from the present study. This previous study focuses on instructional supervisory practices and teachers' role effectiveness, the present study focuses on determining teachers' perception of principals' ethical leadership behaviour and teachers' job commitment. All these are the gap which the present study sought to fill.

Another study was carried out by Onuma (2016) on principals' performance of internal supervision of instructions in public secondary schools in Ebonyi State. Principals' internal supervision was delimited to classroom supervision of instruction, monitoring students' achievement, instructional materials and staff development. Two research questions and four hypotheses guided the study. The study adopted a descriptive survey research design. A sample of 605 out of a total population of 1640 teachers was drawn using stratified proportionate sampling techniques across urban and rural teachers. A questionnaire titled 'principals' performance of supervision of instruction questionnaire' was used as the instrument. The data collected were analyzed using mean scores, standard deviation and t-test statistics to test the hypotheses at 0.05 alpha levels. The findings showed a significant positive difference between urban and rural teachers on principals' performance of supervisory functions. The study recommended regular internal supervision of instruction since it encourages wider coverage of the curriculum and reduces incidences of examination malpractices by students. This study just

like other empirical study reviewed under this section shared similarities with the present study in the aspect of instructional supervision. The previous study just like the present study sought for relationships among variables. The study did not focus on teacher commitment. The aspect of ethics in instructional supervision was also neglected by this previous study and which makes it different from current study. Some aspect of the previous study methodology in using t-test for method of data analysis was similar to the present study, while some aspects of the methodology differed from the present study. This previous study focuses on principals' performance of internal supervision of instruction, the present study rather focuses on determining teachers' perception of principals' ethical leadership behaviour and teachers' job commitment. All these are the gap which the present study sought to fill.

Another study was carried out by Okolo (2015) on assessment of supervisory roles of principals for quality education in public secondary schools in the Federal Capital Territory Abuja, Nigeria. The study investigated the supervisory roles of principals for quality education. The study adopted five research questions and four null hypotheses. A descriptive survey research design was adopted; the population of the study was 7,602 principals and teachers of public secondary schools in the capital territory. Multi-stage sampling procedure was adopted to select 40% of public secondary schools using the simple random sampling technique by balloting without replacement. The sample for the study was 10% of the total population for responses to the questionnaire. The selection of eight teachers for the focus group discussion was purposively carried out via non probability technique by panel sampling from the senior secondary schools in a zone. Questionnaire and a focus group discussion guide were instruments for data collection which were validated by experts and went through reliability test to come out with high results of .93, .88, .87, .82, .74, and overall of .93. Mean and Standard Deviation were used to answer the research questions while the null hypotheses were tested

using t-test. The t-test revealed on three out of the four hypotheses, no significant differences between the opinions of senior secondary school supervisory team and junior secondary school supervisory team. The study revealed that principals to great extent accorded desired attention to monitoring of teachers attendance, preparation of lesson note and adequacy of scheme of work while tasks such as provision of instructional materials, check of teachers' lesson notes, feedback to teachers/learners and review of activities with stakeholders were always performed by the principals; teachers were seldom made to serve on committees and the junior team to a little extent use the ICT. The study concluded that principals should eliminate challenges faced in the tasks of institutional governance, resource input, curriculum delivery and student learning effective via collaboration and goal oriented synergetic interrelationship between the school and the relevant stakeholders; and strengthen its ability in personnel management, supervisory quality indicators, management of learning environment, impact of teaching-learning effectiveness and strategies to attainment of quality assurance. On the basis of the findings summary was drawn and recommendations were made that teachers should be made to serve on committees, always motivated, lives of personnel not endangered and they should be encouraged to use the ICT.

This previous study relates with the present study in the aspect of principals' use of instructional supervision in instructional delivery. The previous study did not focus on teacher commitment which makes it different from the present study. The aspect of ethics in instructional supervision was also neglected and which makes it different from current study. The previous study methodology also differed from the present study. However, this previous study focuses on instructional supervision in instructional delivery but the present study focuses on determining teachers' perception of principals' ethical leadership behaviour and teachers' job commitment. All these are the existing gap which the present study sought to fill.

Ärlestig (2008) conducted a study on communication between principals and teachers in successful schools in Sweden. This study examined the interplay between organizational structure and culture and principals' communication with their teachers in a Swedish school setting. Especially communication about issues connected to teaching and learning, student outcomes and school improvement are in focus. These issues were examples of what principals work with as pedagogical leaders. The study consisted of four published articles on principals' communication in relation to organizational prerequisites and aims. The empirical data used consists of interviews and questionnaires with teachers and principals in twenty-four Swedish schools as well as one school outside the projects study population. The twenty-four schools within the project have been divided into four groups depending on how they have succeeded in reaching academic and social objectives in the curriculum. The overall result shows that most communication in schools is related to everyday activities and individual students. Teachers state that their communication with their principals is uncomplicated and straightforward.

Viewing communication as a multidimensional process including information, affirmation/feedback and interpretation reveals that many principals overestimate their ability to communicate as pedagogical leaders. The difference in the communication process between the schools was more due to organizational factors like structure and culture than the principal's individual communication abilities. In the successful schools, principals and teachers communicated more frequently about issues related to teaching and learning. These principals made more classroom visits and provided more frequently feedback on teachers' professional role. In many of the other schools, there were signs of a communicative and organizational blindness. There is a potential in many schools to improve principals' and teachers' daily conversations so the communication process to a higher extent support long-term work towards positive school outcomes. The study although relates with the present in the aspect of

communication, the previous study did not focus on teacher commitment. The aspect of ethical communication leadership behaviour was neglected by this previous study and which makes it different from current study. This previous study is not a correlational study just as the present study and this shows their differences. The previous study methodology also differed from the present study. This study focuses on communication between principals and teachers in successful school, while the present study focuses on determining teachers' perception of principals' ethical leadership behaviour and teachers' job commitment. All these differences are the existing gap which the present study sought to fill.

Gumus, Bulut and Bellibas (2013) conducted a study on the relationship between principal leadership and teacher collaboration in Turkish primary schools: a multilevel analysis. The purpose of this study was to reveal the relationship between the specific leadership behaviours of principals and teacher collaboration in Turkish primary schools, controlling for several school characteristics, such as school size and average class size, and the demographic characteristics of teachers, such as level of education and years of experience. Three research questions were raised for the study. The data of this study come from the 2008 administration of Teaching and Learning International Survey (TALIS) conducted by the Organization for Economic Cooperation and Development. A hierarchical linear modeling (HLM) was used for analyzing the TALIS data where teachers are nested within schools. The results of this study indicate that there is significant association and an important link between various components of principal leadership and teacher collaboration in Turkish primary schools. In general, the implementation of instructional leadership approach by principals associated positively with teacher collaboration, while administrative leadership attitudes negatively correlated with teacher collaboration. The study recommended that the mechanisms between principal leadership and teacher collaboration could be explored by using different types of quantitative

research approaches. This previous study shared similarity with the present study in the aspect of principals' use of collaboration in the school. The previous study just like the present study sought for relationships among variables. The previous study did not focus on teacher commitment. The aspect of principals' ethical collaborative leadership behaviour was also neglected and which makes it different from the current study. The entire previous study methodology differs from the present study. All these are the existing gap which the present study sought to fill.

Another study was conducted by McHenry (2009) on the relationship between leadership behaviours, teacher collaboration and student achievement in Mississippi. This study analyzed the relationship between elementary principals' leadership behaviours, teacher collaboration, and student achievement. Four research questions were raised and four hypotheses formulated for the study. The relationship between the variables of teacher age, years of experience, and years working with the current principal were also analyzed using multiple regression. A random sample of 22 public elementary schools from eight school districts was drawn from the population of 433 public elementary schools located in 149 school districts in the state of Mississippi that offer an elementary programme. Multiple regression was used to analyze the relationship between the variables, and student achievement of fourth graders, as measured by the Mississippi Curriculum Test 2. Results indicate that there is a significant relationship between leadership behaviours and teacher collaboration. However, these same leadership behaviours were not found to be predictors of student achievement. The study recommended that additional research should focus on the relationship between teacher collaboration and student achievement. This study just as that of Gumus, Bulut and Bellibas (2013) shared similarity with the present study in the aspect of principals' use of collaboration in the school. The study just like the present study sought for relationships among variables.

The previous study did not focus on teacher commitment which makes it different from the present study. The aspect of principals' ethical collaborative leadership behaviour was also neglected by the previous study and which makes it different from the current study. The previous study methodology differs from the present study. This previous study focuses on leadership behaviour, teacher collaboration and students' achievement but the present study focuses on determining teachers' perception of principals' ethical leadership behaviour and teachers' job commitment. All these are the existing gap which the present study sought to fill.

Lock and Lummis (2014) carried out an investigative study on complying with school accountability requirements and the impact on school leaders in Australia. This research project was designed specifically to investigate the impact of compliance requirements on school leaders' workloads. Three research questions were raised for the study. The literature reviewed finds that detraction from the key role of leading teaching and learning due to spending so much time on compliance requirements leads to disenchantment with the role of the principal and is a leading contributor to why so few aspirants are pursuing a career as a principal. There were 20 participants from 12 schools interviewed. Eleven semi-structured interview questions were developed and analysis of the data revealed three broad themes: the use of resources required to meet compliance; the perceived value of the request for compliance; and, the impact of compliance on the independent nature of the school, educational leadership and personal cost. The findings not only have implications for current school leaders, but also undergraduate and postgraduate course structures, particularly in educational leadership units, as the nature of the demands revealed in this study should be considered within course content. This previous study although different from the present study focuses on accountability. This previous study is not a correlational study and this makes it different from the present study. The previous study did not focus on teacher commitment. The aspect of principals' ethical accountability leadership

behaviour was also neglected in this previous study and which makes it different from the current study. The previous study methodology also differed from the present study. While this previous study focuses on complying with school accountability requirements and the impact on school leaders, the present study focuses on determining teachers' perception of principals' ethical leadership behaviour and teachers' job commitment. All these are the existing gap which the present study sought to fill.

Summary of Review of Related Literature

Literature which relates to teachers' perception of principals' ethical leadership behaviour as correlate of teachers job commitment in Delta State were reviewed in this chapter. Some key concepts of the study were defined under the conceptual framework in the chapter and they included the concept of principal, ethics, leadership behaviour, ethical leadership behaviour and teacher commitment.

Three theories formed the foundation of the study in order to show the correlation between principals' ethical leadership behaviour and teachers' commitment. These three theories included; Utilitarianism Theory of Ethics by Jeremy Bentham, Transformational Leadership Theory by James MacGregor Burns, and Two-Factor Theory by Frederick Irving Herzberg. Other theoretical studies were reviewed under various sub-headings as: ethical principles guiding leadership behaviour in schools; rationales for ethics in secondary school leadership in Delta State; importance of ethical leadership for teacher commitment in secondary schools in Delta State; characteristics of ethical leaders; types of leadership behaviours existing in Delta State secondary schools; policy guidelines on school administration and leadership in Delta State guiding leadership behaviour for maintenance of ethical standards by school administrators; and correlation between principals' ethical leadership behaviour variables and teachers' commitment in the Nigerian secondary school system. Some empirical studies were

also reviewed under this chapter in order to show their similarities and differences with the current study. Issues concerning ethical leadership behaviours and their relationship with teacher commitment were discussed as: ethical instructional leadership, decision making, instruction supervision, communication, collaborations and accountability. All these variables were found to be correlated and connected with teachers' commitment as described by most of the scholars, authors and writers reviewed in the study. Most of the empirical studies which were reviewed indicate that school leadership behaviour does affect teachers' job commitment, but some have presented a different view. None of the previous studies reviewed have adequately dealt with all the ethical leadership variables especially in Delta State. In particular, no previous studies have been conducted on teachers' perception of principals' ethical leadership behaviour as correlate of teachers' job commitment in Delta State. This created a gap in knowledge which the present study intends to fill.

CHAPTER THREE

METHOD

The methods used in conducting the study were discussed in this chapter. The methods include the 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

This study adopted a correlational survey research design. This type of design according to Nworgu (2015), seeks to establish what relationship exists between two or more variables. Usually such studies indicate the direction and magnitude of the relationship between the variables and employ the correlation coefficients or regression analysis for data analysis. Justification for the choice of this design was to enable the researcher carry out a field investigation on some sample of teachers' and thereby gather data from them in order to determine teachers' perception of principals' ethical leadership behaviour as correlate of their job commitment in Delta State.

Area of the Study

The area of study is Delta State which is located at the South-South Geo Political Zone of Nigeria. Delta State is a mixed cultural area which is dominated by different cultures, different tribes speaking different languages such as the Ibo speaking Delta, Urhobos, Ijaws and Itsekiris. The State shares territorial boundaries with Edo State and Ondo State in the North West, Anambra State and Imo State in the North East, Rivers State and Bayelsa State in the South East. It has approximately 122 kilometers of coastline bounded by the Bight of Benin on the Atlantic Ocean. Delta State has 25 (Twenty-five) Local Government Area (LGAs) with large mineral deposits which include: crude oil, silica, clay, lignite and kaolin. Some of the

major agricultural products in Delta State are: palm oil, banana, rubber, cocoa and assorted fruits. The mineral deposits and the agricultural produce give Delta State a great prospects for tourism and industrial development (Federal Republic of Nigeria, 2015). The residents of Delta State are mostly civil and public servants, farmers, traders, businessmen and women, clergy men and women and medical practitioners. The State is populated by educated, professionals, uneducated, illiterate and semi literate, skilled, semi-skilled and unskilled men and women, youths and children. The education system of Delta State operates formal, informal and non-formal education systems. At the formal education level, there is exists the primary, secondary and tertiary education system. Similarly, at the secondary education system, principals are the main custodians that see to the day to day administrative operations of the school. For effective management of secondary schools by principals through their demonstration of ethical leadership behaviour for teachers' job commitment, has justified carrying out this study in Delta State. See Appendix I and J, p. 230 and 231, for Maps of Delta State, LGAs and cultural backgrounds.

Population of the Study

The population consisted of 13,734 teachers in the public secondary schools in the twenty-five (25) Local Government Areas (LGAs) of Delta State. In Delta State, there are 448 public secondary schools, including federal and private secondary schools. Only the public secondary schools owned by the Delta State government served as population of the present study (Source: IT Unit in Planning, Research and Statistics Department, Delta State Post Primary Education Board - (PPEB), January, 2017). The population distribution of public secondary schools and their teachers in the LGAs is shown in Table 1. See Appendix C, p.195. Justification for choosing only the State public secondary schools in Delta State was to enable the researcher have a wider coverage in relation to the scope of secondary schools in the study.

More so, the choice of choosing only teachers as population of the study was because, teachers are among the important human resources in the secondary school administration in Delta State as far as the teaching-learning activities is concerned. Teachers relate directly or indirectly with the principals from whom they receive directives on how to execute their functions in the school. Teachers' direct involvement in the present study would provide appropriate information; because, this would enable the researcher, from the perception of the teachers determine whether the principals exhibit ethical leadership behaviour which correlates with teachers' job commitment.

Sample and Sampling Technique

The sample for this study constituted a total size of 694 teachers drawn from 116 out of 448 public secondary schools in Delta State. The sample was selected using the stratified, proportionate and random sampling techniques. To draw the sample, firstly, 13 LGAs out of the 25 LGAs in Delta State were chosen using the random sampling technique, balloting without replacement method. Here, the researcher wrote out the names of each of the 25 LGAs in Delta State on a piece of paper, put them into a container and reshuffled them. After reshuffling them, a research assistant was asked to pick 13 LGAs out of the 25 LGAs placed into the container. At every selection made, before the next selection by the research assistants was made, the remaining papers were reshuffled. From this process, 13 LGAs were selected for the study.

The next step was selection of the public secondary schools and the teachers from the thirteen (13) LGAs. To select the public secondary schools, they were stratified and arranged according to the 13 LGAs selected for the study. This means stratification. Using the proportionate sampling technique, fifty percent (50%) of the secondary schools population in each of the 13 LGAs were selected randomly. This is to ensure that a great number of the public secondary schools were selected to ensure greater representation of the respondents in the

sample. Thirdly, the teachers' sample was drawn at 10%, still using the proportionate random sampling technique. To select the teachers, they were also stratified according to the 13 LGAs and 10% of teachers in each of the LGAs were sampled. Since the teachers had a very large population, this necessitated the choice of 10% in order to enable the researcher have a controllable sample of the teacher population.The choice of 10% (for a very large number) is also in line with the recommendation of Nworgu (2015) who stated that 10% to 80% of any given population is adequate for any research work. Table 2 presented the sample size distribution. See Appendix D, p.196, for sample size distribution. This table represented the exact number of public secondary schools and their teachers drawn for sampling. Also included in the table was the thirteen LGAs selected for the study.

Instrument for Data Collection

Two questionnaires which were developed by the researcher were used for data collection from the respondents. Both questionnaires designed for only teachers as the respondents, were constructed in line with the purpose of the study and research questions. The first one titled "Principals Ethical Leadership Behaviour Questionnaire (PELBQ)" contains 69 items. This instrument was used to determine principals' ethical leadership behaviour. PELBQ has two sections of A and B. Section A contained the personal data of the respondents and elicited such information as the status of the respondents. Section B of the PELBQ was arranged and organized into 6 clusters. Each cluster in this section provided several items that answered each research questions. Cluster A contained 12 items which addressed research question one on principals' ethical instructional leadership behaviour; Cluster B contained 5 items which addressed research question two on principals' ethical decision making leadership behaviour; while Cluster C contained 13 items which addressed research question three on principals' ethical instructional supervisory leadership behaviour; Cluster D which addressed

research question four on principals ethical communication leadership behaviour, also contained 15 items; Cluster E contained 12 items which addressed research question five on principals' ethical collaborative leadership behaviour; and finally Cluster F which addressed research question six on principals ethical accountability leadership behaviour, contained 20 items. The second questionnaire titled "Teacher Commitment Questionnaire (TCQ)" was designed to gather information from the teachers on their commitment and which has 20 items. TCQ has only one section with 20 items which addressed issues on teacher commitment. The response items in the two questionnaires were organized on a 4 point scale with response options and numerical values assigned to them as follows: (a) Strongly Agree (SA) 4 points, Agree (A) 3 points, Disagree (D) 2 points, Strongly Disagree (SD) 1 point, for answering research questions 1 to 6. See Appendix B, p. 190 and p.194, for copies of the two research instruments.

Validation of the Instrument

Three draft copies of the two questionnaires were submitted to three experts from the Faculty of Education, Nnamdi Azikiwe University, Awka, Anambra State, for validation. Two of these experts are in the Department of Educational Management and Policy, while one expert is in the Department of Educational Foundations (Measurement and Evaluation Unit). The experts were requested to examine the content of the two instruments in line with the purpose of the study, in terms of their content relevance, items clarity, design, as well as ascertain if the items were related to the purpose of the study, research questions and hypotheses. They also validated the two research instruments in terms the sentence construction, double-barrel items, clarity of words and arrangement of the instrument. The experts offered useful suggestions which led to the modification of the two questionnaires before the final copies were produced. See Appendix E, p. 197, for evidence of instrument validation.

Reliability of the Instrument

Reliability of the two research instruments was determined through a single administration of the instrument on some teachers in Edo State. This method involved administering the test once on a sample of 25 teachers from five public secondary schools in Edo State. This area was not part of the study area but Edo State shares common boundary with Delta State and its features in terms of the public secondary school structure are alike. The data collected with these two questionnaires were collated and analyzed using the Cronbach Alpha statistical method in order to determine the two instruments coefficient of internal consistency. For each of the six clusters in the PELBQ instrument, internal consistency and reliability coefficient 'r' value of 0.87 for principal ethical instructional leadership behaviour, 0.81 for principal ethical decision making leadership behaviour, 0.92 for principal ethical instructional supervisory leadership behaviour, 0.93 for principal ethical communication leadership behaviour, 0.85 for principal ethical collaborative leadership behaviour and 0.86 for principal ethical accountability leadership behaviour, were obtained. This gave an overall internal consistency and reliability coefficient 'r' value of 0.88 for the PELBQ.

For the second instrument - TCQ with only 20 items, an internal consistency and reliability coefficient 'r' value of 0.60 was obtained. The results indicated the internal consistency of the two instruments, which is considered satisfactory for the study. In this case, the overall results of 0.88 and 0.60 obtained for the two questionnaires after analyzing the scores using the Cronbach Alpha method indicated that the instruments were fit to collect the necessary data from the respondents. The reason for analyzing data collected with the questionnaire using the Cronbach Alpha method is because the items were organized in clusters and each response attracts a score. This method according to Nworgu (2015) is applicable to instruments which are arranged in clusters and scored on multiple bases where every answer or

response attracts a score. The reliability of the two questionnaires showed that the instruments were reliable because each of the scores obtained from the instrument were above 0.50 as indicated by Nworgu (2015) that any score above 0.50 obtained after a reliability test shows that such instrument is reliable. See Appendix F, p. 212 and p.219, for the computations of the instruments reliability.

Method of Data Collection

Data were collected through a personal, direct hand-delivery process and on a face- to-face contact with the respondents. This method was adopted by the researcher in distributing copies of the questionnaire with the help of 7 research assistants in order to ensure maximum recovery of the copies of the questionnaire administered. These research assistants were teachers from some secondary schools in Delta State who received briefings and instructions on how to administer the questionnaire to the respondents. The briefings entailed explaining properly to them the contents of the instrument and what the intentions of the study were. Both the researcher and research assistants waited for the respondents to complete the instrument and collected them immediately on the spot in order to obtain the highest possible rate of return. However, in some cases, where it was not possible to collect the questionnaire on the spot, hence the researcher and the assistants had to go back after two days to collect some copies of the questionnaire from the respondents. The exercise of administering and retrieving copies of the questionnaires took both the researcher and research assistants a period of eight weeks (2 months). A total of 694 copies of questionnaires were distributed and all were retrieved from the respondents. The rate of return of the instruments after analysis was 100%.

Method of Data Analysis

Data collected from the field were analyzed in SPSS (Statistical Software Package for Social Sciences) using Pearson Product Moment correlation method to answer the research

questions. The decision rule was that any coefficient between 0.50 to 0.70 was described as a moderate positive correlation and coefficients between 0.8 and above was described as a high positive correlation whereas, coefficients below 0.50 was described as low positive correlation. On the other hand, where the scores are 0 and below, were described as negative correlation, no relationship had existed. The formulated null hypotheses were tested at 0.05 level of significance using t-test for correlation significance. The decision rule was that whenever the t-critical table value of 1.960 is less than t-calculated value at .05 alpha level, then the null hypothesis – H_0 was rejected, thus, and alternative hypotheses - H_a was not rejected. Also, the regression analysis which pulled together all the hypotheses 1-6 was used to test the seventh hypothesis in order to determine how accurate the prediction or estimation made based on the observed relationship between independent and dependent variables, that is, between principals' ethical leadership behaviours observed and teachers commitment. The predication of the seventh hypothesis formulated was therefore to determine whether teachers' commitment in the secondary schools in Delta State can be predicted on the basis of all the ethical leadership behaviours fostered by principals. See Appendix G and H, p. 221 and p.227, for data analysis on the research question and hypotheses.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

The analysis of data collected and the results were presented in this chapter. The research questions were answered and hypotheses tested respectively. A summary of findings of the study was also presented.

Presentation of Results

Research Question 1: What type of correlation exists between principals' ethical instructional leadership behaviour and teachers' job commitment in secondary schools in Delta State?

Table 1: Correlation Coefficient of Teachers' Perception of Principals' Ethical Instructional Leadership Behaviour and Teachers' Job Commitment in Secondary Schools

Variables	N	Pearson Correlation Coefficient (γ)	Remark
Principals' Ethical Instructional Leadership Behaviour	694		
		.599	Moderate Positive Relationship
Teachers' Job Commitment	694		

Analysis of data of table 1 revealed that a Pearson Product Moment correlation was run to determine the correlation between principals' ethical instructional leadership behaviour and teachers' job commitment in secondary schools. The correlation coefficient shows that there is a moderate positive correlation between principals' ethical instructional leadership behaviour and teachers' job commitment in secondary schools in Delta State ($r = .599$, $n = 694$).

Research Question 2: What type of correlation exists between principals' ethical decision making leadership behaviour and teachers' job commitment in secondary schools in Delta State?

Table 2: Correlation Coefficient of Teachers' Perception of Principals' Ethical Decision Making Leadership Behaviour and Teachers' Job Commitment in Secondary Schools

Variables	N	Pearson Correlation Coefficient (γ)	Remark
Principals' Ethical Decision Making Leadership Behaviour	694		
		.643	Moderate Positive Relationship
Teachers' Job Commitment	694		

Analysis of data of table 2 revealed the nature of correlation between principals' ethical decision making leadership behaviour and teachers' job commitment in secondary schools. The analysis revealed a moderate positive correlation between principals' ethical decision making leadership behaviour and teachers' job commitment in secondary schools in Delta State ($r = .643$, $n = 694$).

Research Question 3: What type of correlation exists between principals' ethical instruction supervisory leadership behaviour and teachers' job commitment in secondary schools in Delta State?

Table 3: Correlation Coefficient of Teachers' Perception of Principals' Ethical Instruction Supervisory Leadership Behaviour and Teachers' Job Commitment in Secondary Schools

Variables	N	Pearson Correlation Coefficient (γ)	Remark
Principals' Ethical Instructional Supervisory Leadership Behaviour	694		
		.531	Moderate Positive Relationship
Teachers' Job Commitment	694		

Analysis of data of table 3 showed that principals' ethical instruction supervisory leadership behaviour and teachers' job commitment in secondary schools were correlated, and, the result indicated a moderate positive correlation between principals' ethical instructional supervisory leadership behaviour and teachers' job commitment in secondary schools in Delta State ($r = .531$, $n = 694$).

Research Question 4: What type of correlation exists between principals' ethical communication leadership behaviour and teachers' job commitment in secondary schools in Delta State?

Table 4: Correlation Coefficient of Teachers Perception of Principals' Ethical Communication Leadership Behaviour and Teachers' Job Commitment in Secondary Schools

Variables	N	Pearson Correlation Coefficient (γ)	Remark
Principals' Ethical Communication Leadership Behaviour	694		
		.518	Moderate Positive Relationship
Teachers' Job Commitment	694		

Analysis of data of table 4 revealed a moderate positive correlation between principals' ethical communication leadership behaviour and teachers' job commitment in secondary schools in Delta State ($r = .518$, $n = 694$).

Research Question 5: What type of correlation exists between principals' ethical collaborative leadership behaviour and teachers' job commitment in secondary schools in Delta State?

Table 5: Correlation Coefficient of Teachers' Perception of Principals' Ethical Collaborative Leadership Behaviour and Teachers' Job Commitment in Secondary Schools

Variables	N	Pearson Correlation Coefficient (γ)	Remark
Principals' Ethical Collaborative Leadership Behaviour	694		
		.526	Moderate Positive Relationship
Teachers' Job Commitment	694		

Analysis of data of table 5 showed the nature of correlation between principals' ethical collaborative leadership behaviour and teachers' job commitment in secondary schools. Furthelmore, the analysis revealed a moderate positive correlation between principals' ethical collaborative leadership behaviour and teachers' job commitment in secondary schools in Delta State ($r = .526, n = 694$).

Research Question 6: What type of correlation exists between principals' ethical accountability leadership behavoiur and teachers' job commitment in secondary schools in Delta State?

Table 6: Correlation Coefficient of Teachers' Perception of Principals' Ethical Accountability Leadership Behaviour and Teachers' Job Commitment in Secondary Schools

Variables	N	Pearson Correlation Coefficient (γ)	Remark
Principals' Ethical Accountability Leadership Behaviour	694		
		.593	Moderate Positive Relationship
Teachers' Job Commitment	694		

Analysis of data of table 6 revealed that principals' ethical accountability leadership behaviour and teachers' job commitment in secondary schools were correlated, and, the result indicated a moderate positive correlation between principals' ethical accountability leadership behaviour and teachers' job commitment in secondary schools in Delta State ($r = .593$, $n = 694$).

Research Question 7: What type of correlation exists between principals' ethical instructional leadership, decision making, instruction supervisory, communication, collaborative and accountability leadership behaviours and teachers' job commitment in secondary schools in Delta State.

Table 7:
Correlation Coefficient of Teachers' Perception of Principals' Ethical Instructional Leadership, Decision Making, Instruction Supervisory, Communication, Collaborative, and Accountability Leadership Behaviours and Teachers' Commitment in Secondary Schools in Delta State

Model	R	R^2	Adjusted R^2	Std. Error		
1	.837[a]	.700	.697	2.25841		

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	8176.154	6	1362.692	267.173	.000[a]
	Residual	3503.984	687	5.100		
	Total	11680.138	693			

Analysis of data on Table 7 shows a multiple regression predicting teachers' commitment from principals' ethical instructional leadership, decision making, instruction supervisory, communication, collaborative and accountability leadership behaviours. These variables statistically predicted teachers' commitment, $F(6, 687) = 267.173$, $p < .000$), with an R2 of .700. Principals' ethical instructional, decision making, instructional supervisory, communication, collaborative and accountability leadership behaviours added significantly to the prediction, $p < .05$. Therefore, there is a high positive relationship between principals' ethical instructional leadership, decision making, instructional supervisory, communication, collaborative, and accountability leadership behaviours and teachers' commitment in secondary schools in Delta State.

Testing of Hypotheses

Hypothesis 1: There is no significant correlation between principals' ethical instructional leadership behaviour and teachers' job commitment in secondary schools in Delta State.

Table 8: Test of Significance of Correlation between Principals' Ethical Instructional Leadership Behaviour and Teachers' Job Commitment in Secondary Schools

Variables	Correlation Coefficient (γ)	N	Df	A	t-calculated	t-critical	Decision
Principals' Ethical Instructional Leadership Behaviour		694					
	.599		692	.05	19.68	1.960	Reject
Teachers' Job Commitment		694					

Table 8 reveals that t-calculated value of 19.68 is greater than t-critical value of 1.960 at .05 alpha level (19.48 > 1.960). This indicates that the null hypothesis was rejected, thus, there is a significant correlation between principals' ethical instructional leadership behaviour and teachers' job commitment in secondary schools in Delta State.

Hypothesis 2: There is no significant correlation between principals' ethical decision making leadership behaviour and teachers' job commitment in secondary schools in Delta State.

Table 9: Test of Significance of Correlation between Principals' Ethical Decision Making Leadership Behaviour and Teachers' Job Commitment in Secondary Schools

Variables	Correlation Coefficient (γ)	N	Df	α	t-calculated	t-critical	Decision
Principals' Ethical Decision Making Leadership Behaviour		694					
	.643		692	.05	22.09	1.960	Reject
Teachers' Job Commitment		694					

Analysis of data on table 9 shows that the value of t-calculated (22.09) is greater than the value of t-critical (1.960) at .05 alpha level (22.09 > 1.960). This implies that the null hypothesis was rejected, therefore, the correlation between principals' ethical decision making leadership behaviour and teachers' job commitment in secondary schools in Delta State is significant.

Hypothesis 3: There is no significant correlation between teachers' perception of principals' ethical instruction supervisory leadership behaviour and teachers' job commitment in secondary schools in Delta State.

Table 10: Test of Significance of Correlation between Principals' Ethical Instruction Supervisory Leadership Behaviour and Teachers' Job Commitment in Secondary Schools

Variables	Correlation Coefficient (γ)	N	Df	A	t-calculated	t-critical	Decision
Principals' Ethical Instruction Supervisory Leadership Behaviour		694					
	.531		692	.05	16.48	1.960	Reject
Teachers' Job Commitment		694					

Data presented on table 10 indicated that t-critical value of 1.960 is less than t-calculated value of 16.48 at .05 alpha level (16.48 > 1.960). Therefore, the null hypothesis was rejected, thus, there is a significant correlation between principals' ethical instruction supervisory leadership behaviour and teachers' job commitment in secondary schools in Delta State.

Hypothesis 4: There is no significant correlation between teachers' perception of principals' ethical communication leadership behaviour and teachers' job commitment in secondary schools in Delta State.

Table 11: Test of Significance of Correlation between Principals' Ethical Communication Leadership Behaviour and Teachers' Job Commitment in Secondary Schools

Variables	Correlation Coefficient (γ)	N	Df	A	t-calculated	t-critical	Decision
Principals' Ethical Communication Leadership Behaviour		694					
	.518		692	.05	15.93	1.960	Reject
Teachers' Job Commitment		694					

Table 11 reveals that t-calculated value (15.93) is greater than t-critical value of 1.960 at .05 level of significance (15.93 > 1.960). This indicated that the null hypothesis was rejected, thus, the correlation between principals' ethical communication leadership behaviour and teachers' job commitment in secondary schools in Delta State is significant.

Hypothesis 5: There is no significant correlation between principals' ethical collaborative leadership behaviour and teachers' job commitment in secondary schools in Delta State

Table 12: Test of Significance of Correlation between Principals' Ethical Collaborative Leadership Behaviour and Teachers' Job Commitment in Secondary Schools

Variables	Correlation Coefficient (γ)	N	Df	A	t-calculated	t-critical	Decision
Principals' Ethical Collaborative Leadership Behaviour		694					
	.526		692	.05	16.27	1.960	Reject
Teachers' Job Commitment		694					

Data presented on table 12 indicates that t-critical value of 1.960 is less than t-calculated value of 16.27 at .05 alpha level (16.27 > 1.960). This indicates that the null hypothesis was rejected, thus, there is a significant correlation between principals' ethical collaborative leadership behaviour and teachers' job commitment in secondary schools in Delta State.

Hypothesis 6: There is no significant correlation between principals' ethical accountability leadership behaviour and teachers' job commitment in secondary schools in Delta State.

Table 13: Test of Significance of Correlation between Principals' Ethical Accountability Leadership Behaviour and Teachers' Job Commitment in Secondary Schools

Variables	Correlation Coefficient (γ)	N	Df	A	t-calculated	t-critical	Decision
Principals' Ethical Accountability Leadership Behaviour		694					
	.593		692	.05	19.37	1.960	Reject
Teachers' Job Commitment		694					

Analysis on table 13 shows that the value of t-calculated (19.37) is greater than the value of t-critical (1.960) at .05 alpha level (19.37 > 1.960). This implies that the null hypothesis was rejected, thus, the correlation between principals' ethical accountability leadership behaviour and teachers' job commitment in secondary schools in Delta State is significant.

Hypothesis 7: There is no significant correlation between principals' ethical instructional leadership, decision making, instruction supervisory, communication, collaborative and accountability leadership behaviours and teachers' job commitment in secondary schools in Delta State.

Table 14: Test of Significance of Correlation Between Principals' Ethical Instructional Leadership, Decision Making, Instruction Supervisory, Communication, Collaborative, and Accountability Leadership Behaviours and Teachers' Job Commitment in Secondary Schools in Delta State

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	8176.154	6	1362.692	267.173	.000[a]
	Residual	3503.984	687	5.100		
	Total	11680.138	693			

P<0.05

Table 14 shows that null hypothesis is rejected given that $F_{(6,687)} = 267.173$ and p-value is less than 0.05 (.000<0.05). This implies that relationship between principals' ethical instructional leadership, decision making, instruction supervisory, communication, collaborative, and accountability leadership behaviours and teachers' job commitment in secondary schools in Delta State is significant.

Summary of the Findings

The following findings emerged that:

1. There is a moderate positive correlation between principals' ethical instructional leadership behaviour and teachers' job commitment in secondary schools in Delta State.

2. There is a moderate positive correlation between principals' ethical decision making leadership behaviour and teachers' commitment in secondary schools in Delta State.

3. There is a moderate positive correlation between principals' ethical instruction supervisory leadership behaviour and teachers' job commitment in secondary schools in Delta State.

4. There is a moderate positive correlation between principals' ethical communication leadership behaviour and teachers' job commitment in secondary schools in Delta State.

5. There is a moderate positive correlation between principals' ethical collaborative leadership behaviour and teachers' job commitment in secondary schools in Delta State.

6. There is a moderate positive correlation between principals' ethical accountability leadership behaviour and teachers' job commitment in secondary schools in Delta State.

7. There is high positive correlation between principals' ethical instructional leadership, decision making, instruction supervisory, communication, collaborative and accountability leadership behaviours and teachers' job commitment in secondary schools in Delta State.

8. The correlation between principals' ethical instructional leadership behaviour and teachers' job commitment in secondary schools in Delta State is significant.

9. The correlation between principals' ethical decision making leadership behaviour and teachers' job commitment in secondary schools in Delta State is significant.

10. The correlation between principals' ethical instruction supervisory leadership behaviour and teachers' job commitment in secondary schools in Delta State is significant.

11. The correlation between principals' ethical communication leadership behaviour and teachers' job commitment in secondary schools in Delta State is significant.

12. The correlation between principals' ethical collaborative leadership behaviour and teachers' job commitment in secondary schools in Delta State is significant.

13. The correlation between principals' ethical accountability leadership behaviour and teachers' job commitment in secondary schools in Delta State is significant.

14. The correlation between principals' ethical instructional leadership, decision making, instruction supervisory, communication, collaborative and accountability leadership behaviours and teachers' job commitment in secondary schools in Delta State is significant.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

Discussions based on the findings of the study, conclusion and implication of the study were indicated in this chapter. Some recommendations were proffered based on the findings of the study and suggestions that would aid further studies given.

Discussion of Findings

Discussions on the findings of this study are done under the following subheadings as follows:

Teachers' Perception of Principals' Ethical Instructional Leadership Behaviour as Correlate of Teachers' Job Commitment in Secondary Schools

Finding of the study for research question one indicates that there is a moderate positive correlation between principals' ethical instructional leadership behaviour and teachers' job commitment in secondary schools in Delta State. The finding is so because not many of the principals in Delta State secondary schools applied the ethical principles or rules in their instructional leadership. The ethical instructional leadership behaviour which impacted positively on teachers' commitment was not experienced in many of the secondary schools. This finding agrees with Ali, Elmi and Mohammed (2013) and Abwalla (2014) which confirmed in a study that there is a moderate positive relationship between leadership behaviour as regards to their involvement in instructional practices and teachers' performance in secondary schools, whose relationship is significant. Kadyschuk (1997) earlier found that the principal's instructional leadership support is a critical ingredient of the structure of teacher commitment in the school. And leadership behaviour has a high significant positive influence on teacher commitment to effect change in education. McHenry (2009) discovered that there was a significant positive relationship between leadership behaviour, in terms of their support

during instructional delivery and teacher collaborations. And teacher collaboration in the present study, is equally one of the indices that determined teacher commitment. Kadyschuk added further that school administrators have good reason to foster ethical instructional leadership behaviour and set conditions in the school associated with teacher commitment. In essence, the focus of principals' ethical instructional leadership behaviour to promote teachers' commitment depends on principals' conducts towards: striving to create conducive and hospitable climate in school, planning and improving instructional activities in the school, provision of resources for teachers, sincerely evaluation and motivating teachers, delegating duties to teachers, fair in managing teachers to foster schools' improvement, modeling high level of professional practice to improve teachers' performance, developing atmosphere of caring and trust in school, showcase willingness to give teachers support to help improve their practices, fostering group dynamics - working with groups and setting values that positively influence teachers to have clear sense of direction (Jacobson, Logsdon & Wiegman, 1973).

The hypothesis tested indicated that the correlation between teachers' perception of principals' ethical instructional leadership behaviour and teachers' job commitment in secondary schools in Delta State is significant. Whereby this hypothesis is significant, indicated that the relationship between principals' ethical instructional leadership behaviour and teachers' commitment is positive and related, which depicts a direct relationship. This means that both of them move together in the same direction indicating that principals' ethical instructional leadership behaviour had significant positive effect on teachers' job commitment. The finding of this present study supports that of McHenry (2009), Ali, Elmi and Mohammed (2013) and Abwalla (2014) regarding the relationship between principals' instructional ethical leadership behaviour and teachers' commitment. Hence, principals' demonstration of ethical instructional leadership behaviour had significant positive relationship with teachers' commitment. This

means that principals' who fostered good ethical instructional leadership behaviour achieve high teachers' job commitment.

Teachers' Perception of Principals' Ethical Decision Making Leadership Behaviour as Correlate of Teachers' Job Commitment

Finding of the study for research question two indicates that there is a moderate positive correlation between principals' ethical decision making leadership behaviour and teachers' job commitment in secondary schools in Delta State. The finding is so because many of the principals in Delta State secondary schools put together did not apply much of the ethical principles or rules in their decision making. The ethical decision making leadership behaviour which impacted positively on teachers' commitment were not much found and experienced in many of the secondary schools.

The finding of this present study supports that of Blasé and Blasé (2000) which found a moderate positive correlation between principals' decision making and teachers' job commitment. Blasé and Blasé further found out that principals' who applied ethical principles in decision making often used an inquiry approach with teachers and they frequently solicited teachers' advice about instructional matters. Therefore, soliciting teachers' advice produces positive impacts on teacher commitment and reflective behaviour. Kadyschuk (1997) found a vital link between involvement in decision making and successful educational change. Kadyschuk confirmed that, for teachers to implement change in school and be highly committed in school, they must be meaningfully involved in making the decisions concerning those changes. To hold people accountable for change and for the outcomes engendered by those changes, they must participate in designing and implementing those changes. In this regard, any plan to strengthen teaching as a profession must involve the teachers in the process of making decisions about the plan. A situation where the principal takes decisions without the involving or seeking the opinions of teachers, the principal risks the chances of not having teachers

committed to implementing the decisions. If the principal's decision making are not highly guided by ethical conducts, teachers will tend not to be committed to effectively executing the plans and this situation will lead to poor accomplishment of plan. The focus of principals' ethical decision making leadership behaviour to promote teachers' commitment depends on principals' conducts towards: honestly modeling and promoting open and inclusive dialogue, accepting teachers' professional judgements and decisions in the school, showing integrity in creating an enabling environment where teachers value each other's ideas, supportive in allowing teachers' implement decisions unanimously taken at meeting without procrastinating and adopting effective style in decision making which improves teachers work in school (Kadyschuk, 1997).

The hypothesis tested indicates that the correlation between teachers' perception of principals' ethical decision making leadership behaviour and teachers' job commitment in secondary schools in Delta State is significant. This hypothesis showed that the relationship between principals' ethical decision making leadership behaviour and teachers' commitment is positive and related, which depicts a direct relationship. This means that both of them move together in the same direction, showing that principals' ethical decision making leadership behaviour had significant positive effect on teachers' job commitment. This finding agrees with Abwalla (2014) which found that the principals' decision-making leadership style of general secondary schools in Gambella region had significant effects on the level of teachers' performance. Therefore, teachers' ideas should be considered in decision-making in order to enhance better performance amongst teachers. Hence, principals' fostering ethical principles as a correlate in their decision making has significant positive relationship with teachers' job commitment.

Teachers' Perception of Principals' Ethical Instruction Supervisory Leadership Behaviour as Correlate of Teachers' Job Commitment

Finding of the study for research question three indicates that there is a moderate positive correlation between principals' ethical instruction supervisory leadership behaviour and teachers' job commitment in secondary schools in Delta State. The finding indicates that not many of the principals in Delta State secondary schools put together applied the ethical principles or rules in their instructional supervision. The ethical instruction supervisory leadership behaviour which impacted positively on teachers' commitment were not much found and experienced in many of the secondary schools. Alimi and Akinfolarin (2012) found that there were moderately significant relationships of checking of students' notes, class visitations and observations, checking teachers' punctuality and attendance, among others in secondary schools.

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

The focus of principals' ethical instruction supervisory leadership behaviour to promote teachers' job commitment according to Ogunu (2000) and Ani (2007) aims at ensuring that teachers perform their assigned functions effectively, ensuring that teachers are capable of carrying out their responsibilities, ensuring that new teachers receive training to enable them function effectively in the classroom, provides time for sharing of ideas and activities with teachers in school, monitoring teachers work and classroom instructions, polite in technically advising teachers during instructional delivery in the classroom, consistent in checking and ensuring teachers' preparation of lesson notes, constantly supervises teachers' during classroom instructions, engages teachers in workshops and seminars as a way of boosting their efficiency and sincere in applying the principles guiding effective instruction supervision for improving teachers performance, among others.

The hypothesis tested indicates that the correlation between teachers' perception of principals' ethical instructional supervisory leadership behaviour and teachers' job commitment in secondary schools in Delta State is significant. Whereas this correlation is significant, indicates that the relationship between principals' ethical instruction supervisory leadership behaviour and teachers' commitment is positive and correlated, which depicts a direct relationship. This means that both of them move together in the same direction, indicating that principals' ethical instruction supervisory leadership behaviour had significant positive effect in order to improve teachers' commitment on the job. This finding concurs with that of Kinutai and Zachariah (2012) which found a positive correlation between leadership instructional supervision and teacher commitment. The quality of classroom delivery will depend on the knowledge, preparation of the lesson and motivation of the teacher which can be influenced positively by the supervisory performance of the school administrator. All these findings which the present study supports indicates that the principal demonstrating high ethical instruction

supervisory leadership behaviour had significant high positive relationship with teachers' job commitment.

Teachers' Perception of Principals' Ethical Communication Leadership Behaviour as Correlate of Teachers' Job Commitment

Finding of the study for research question four indicates that there is a moderate positive correlation between principals' ethical communication leadership behaviour and teachers' job commitment in secondary schools in Delta State. The finding indicates that many of the principals in Delta State secondary schools did not apply much of the ethical principles or rules in their communication with the teachers. The ethical communication leadership behaviour which impacted positively on teachers' commitment was not experienced in many of the secondary schools. The above finding agrees with that of Eblen cited in Kadyschuk (1997) which found a positive relationship between leadership styles and communication skills and their combined effect on teacher commitment.

Crawford-Patterson (2008) supporting the above finding, also discovered that principals' communication practices positively related and influenced the school improvement work. Arlestig (2008) on communication between principals and teachers in successful schools found that leadership communication in schools is related to everyday activities of teachers and individual students' work. In successful schools, principals and teachers communicated more frequently about issues related to teaching and learning. These principals made more classroom visits and provided more frequently feedback on teachers' professional role. Ensley (2014) found that leadership role performed by principals showed high level of instructional leadership responsibilities in communication networks in the school. Embich (2001) found that building-level support from principals had strong effect which related positively on virtually all critical aspects of teachers' working conditions and commitment. Certainly, these associations with principals and teachers' working conditions and commitment were moderately provided and low

in most schools. The values and supportive actions of principals as mediated by overall school culture related positively to teachers' cooperation. It is impossible therefore, to conduct this type of leadership without communication since leadership and communication are closely connected. Principals that demonstrate ethical communication leadership behaviour recognize the importance of good communication and communicate effectively with teachers in the school organization (Kline, 2000; Arlestig, 2008). Miles, Castrence and Fox (2006) confirmed that for efficiency in the school organization, principals as facilitators must demonstrate such ethics like valuing transparency, valuing flexibility, and valuing diversity while communicating to staff. Aspects of principals' ethical communication leadership behaviour that positively relates to teachers' commitment according to Kline (2000) and Arlestig (2008) includes treating teachers with respect and sensitivity to their rights and duties, compassionate in talking with teachers as a way of showing a good listener who avoids prejudgement, use of effective communication channels in order to prevent distrust among teachers, use of good gestures to praise teachers teaching task and conveying empathy and warmth when communicating with staff and students, among others.

The hypothesis tested indicates that the correlation between teachers' perception of principals' ethical communication leadership behaviour and teachers' job commitment in secondary schools in Delta State is significant. That there is significant correlation in this hypothesis indicates that the relationship between principals' ethical communication leadership behaviour and teachers' commitment is positive and related, which depicts a direct relationship. This indicates that principals' ethical communication leadership behaviour had significant positive effect on teachers' job commitment. This finding agrees and concurs with Abwalla (2014) whose study found that principals' style of communication in general secondary schools in Gambella region had significant effects in order to improve the level of teachers'

performance. Hence, principal fostering high ethical communication leadership behaviour as a correlate for effective school administration had significant high positive relationship with teachers' job commitment.

Teachers' Perception of Principals' Ethical Collaborative Leadership Behaviour as Correlate of Teachers' Job Commitment

Finding of the study for research question five indicates that there is a moderate positive correlation between principals' ethical collaborative leadership behaviour and teachers' job commitment in secondary schools in Delta State. This finding indicates that many of the principals in Delta State secondary schools did not apply much of the ethical principles or rules in their collaborations with the teachers. The ethical collaborative leadership behaviour which impacted positively on teachers' commitment was not experienced much in many of the secondary schools. McHenry (2009) study found that there is a moderately significant positive relationship between leadership behaviour and teacher collaboration.

Kadyschuk (1997) confirmed that school administrators have good reason to foster ethical leadership behaviour in the school associated with teacher commitment, that a collaborative approach to school culture helps to create a context of teacher attitudes that will be supportive of the school restructuring initiatives. Kadyschuk therefore added evidence for the positive significant relationship between leadership ethical collaborative behaviour and organizational climate that promotes teacher commitment and professionalism. Ensley (2014) confirmed that leadership role performed by principals showed high level of instructional leadership responsibilities in their collaboration as regards to delegation of in the school. Williams (2010) confirmed that collaborations afford teachers opportunity to come together and improve practices in the school. Aspects of principals' ethical collaborative leadership behaviour that positively related to teachers' commitment according to Fullan (2001) and McHenry (2009) includes creating relationships that are essential in successful change

initiatives, working with teachers to ensure them to work collaboratively with school professionals and to ensure that effective educational programmes are provided, facilitating networks among teachers to exchange ideas about the best way to reach school goals, building and creating an atmosphere of collaboration and trust among teachers in order to improve their work, structures ways for teachers to work together to solve problems and encourages healthy relationships among teachers, among others. According to Mattessich and Monsey (1992) collaborative process leadership activities include: keeping stakeholders at the table through periods of frustration and skepticism, acknowledging small successes along the way, helping stakeholders negotiate difficult points, and enforcing group norms and ground rules.

The hypothesis tested indicates that the correlation between teachers' perception of principals' ethical collaborative leadership behaviour and teachers' job commitment in secondary schools in Delta State is significant. Whereby the correlation is significant in this hypothesis, this showed that the relationship between principals' ethical collaborative leadership behaviour and teachers' commitment is positive and related, which depicts a direct relationship. This indicates that principals' ethical collaborative leadership behaviour had significant positive effect in order to improve teachers' commitment on the job. This finding agrees with Gumus, Bulut and Bellibas (2013) found that there is significant association and import link between principal leadership and teacher collaboration in schools. The implementation of instructional leadership approach by principals associated positively with teacher collaboration. Hence, principal demonstration of high ethical collaborative leadership behaviour had significant high positive relationship with teachers' job commitment.

Teachers' Perception of Principals' Ethical Accountability Leadership Behaviour as Correlate of Teachers' Job Commitment

It was found from the finding for research question six that there is a moderate positive correlation between principals' ethical accountability leadership behaviour and teachers'

commitment in secondary schools in Delta State. The finding is so because many of the principals in Delta State secondary schools did not apply such ethical principles or rules in order to portray such behaviour of ethical accountability or become accountable to teachers. The ethical accountability leadership behaviour which impacted positively on teachers' job commitment was not experienced in many of the secondary schools. This finding agrees and concurs with Lock and Lummis (2014) who discovered that school leadership compliance with accountability requirements although correlated with teachers' commitment in school but was moderately applied.

The Institute of Fund Raising (2017) found that principals' being accountable (accountability) in school is all about being easy to understand, being open, frank and honest in all communications, transactions and operations. Perry and Mcwilliam (2007) confirmed that accountability necessitates reporting to other people and having 'a moral responsibility about what you are doing'. Aspects of principals' ethical accountability leadership behaviour that positively related to teachers' commitment according to Mulgan (2000) includes the principal honestly accepting responsibility for his/her own actions, providing constructive and positive feedback to teachers which is considered helpful to their work, active in maintaining records to manage, monitor and assess teachers work, strives for high standards and value towards teaching, demonstrates responsibility for all teachers in order to act in their best interest and meeting up with accountability requirements, among others.

The hypothesis tested indicates that the correlation between teachers' perception of principals' ethical accountability leadership behaviour and teachers' job commitment in secondary schools in Delta State is significant. The correlation in this hypothesis is significant, showing that the relationship between principals' ethical accountability leadership behaviour and teachers' commitment is positive and related, which depicts a direct relationship. This

means that both of them move together in the same direction, indicating that principals' ethical accountability leadership behaviour had significant positive effect on teachers' commitment on the job. This finding agrees and concurs with Lock and Lummis (2014) who discovered that school leadership compliance with accountability requirements had significant positive impact on the school. Therefore, principal fostering high ethical accountability leadership behaviour had significant high positive relationship on teachers' job commitment.

Correlation between Teachers' Perception of Principals' Ethical Instructional Leadership, Decision Making, Instructional Supervisory, Communication, Collaborative and Accountability Leadership Behaviours and Teachers' Job Commitment

It was found out from the finding for research question seven that there is high positive correlation between principals' ethical instructional leadership, decision making, instruction supervisory, communication, collaborative and accountability leadership behaviours and teachers' job commitment in secondary schools in Delta State. This finding agrees with studies of Okolo (2015), Sule, Ameh and Egbai (2015) and Onuma (2016) which found that there was a significant high positive relationship between instructional practices and teachers effectiveness and performance. McHenry (2009) discovered that there was a significantly high positive relationship between the behaviours exhibited by school leadership and teacher performance. All these principals ethical leadership behaviours when effectively implemented as indicated in the present study are equally one of the indices that determine teachers' job commitment.

The hypothesis tested indicates that the correlation between teachers' perception of principals' ethical instructional leadership, decision making, instruction supervisory, communication, collaborative and accountability leadership behaviours and teachers' job commitment in secondary schools in Delta State is significant. That this correlation is significant, indicates that teachers' commitment in the secondary schools in Delta State can be predicted based on the ethical leadership behaviours exhibited by principals. Therefore, the

relationship between all the six principals' ethical leadership behaviours and teachers' commitment is positive and related, which depicts a direct, positive and strong relationship. This means that all of them move together in the same direction, indicating that principals' ethical leadership behaviours had significant positive effect on teachers' commitment on the job. This hypothesis testing result corroborates the findings of McHenry (2009), Ali, Elmi and Mohammed (2013) and Abwalla (2014) as previously identified, provided support to the relationship between all these principals' ethical leadership behaviours and teachers' job commitment. Principals' exhibition of the ethical principles in instructional leadership, decision making, instruction supervisory, communication, collaborative and accountability leadership behaviours correlates and had significant positive relationship with teachers' job commitment. This means that principals' who effectively fostered ethical leadership behaviours achieve high teachers' job commitment.

Conclusion

Principals' ethical leadership behaviour which positively impacts on teachers' commitment in secondary schools in Delta State were provided at a moderate level as found throughout the findings of the study. There was a significant positive relationship between principals' ethical leadership behaviour and teachers' commitment which is evident in some secondary schools in Delta State. The findings of this present study supports that teachers' commitment in the secondary schools in Delta State can be predicted on the basis of ethical leadership behaviours fostered by principals. Moreover, principals that highly fostered ethical conducts in their behaviour are more likely to have highly committed teachers that are productive, than principals that fostered unethical behaviours. The present study submits that, although in Delta State the relationship between principals' ethical leadership behaviour and teachers' commitment in secondary schools is significant, however, there is a moderate positive

correlation between all the ethical leadership behaviour variables investigated and teacher commitment. This indicates that in many of the public secondary schools in Delta State, principals do not highly exhibit ethical leadership behaviour that will highly impact on teacher commitment. This situation which has affected teacher commitment also makes it difficult for goals to be accomplished in some schools.

Implications of the Study

The present study has great implications for effective school administration and management, if quality education and effective service delivery are to be attained in the secondary schools in Delta State. When principals foster high ethical leadership behaviour, teachers' commitment will be highly enhanced. Principal's who apply sound ethical principles in respecting the dignity and rights of their teachers, exhibit high professional competence and responsibility to teachers, foster honesty and integrity in their professional relationships with teachers, show responsibility to schools, families, communities and society, among others, have the chances of having highly committed teachers who will assist in attaining the school goals. This necessitates that public secondary school principals in Delta State should foster and maintain very high ethical leadership behaviours while playing their instructional leadership roles, in their decision making, carrying out their supervisory functions, in their communication and collaboration with teachers and accountability, to create fertile grounds for high teacher commitment. The general implication is that quality education can be sustained when principals' effectively foster ethical principles and conducts while executing their administrative functions and teachers are highly committed to their duties in order to accomplish school goals.

Recommendations

The following recommendations were made:

1. The Delta State government should provide effective policy that will guide principals' in the secondary schools to highly foster ethical instructional leadership behaviour that will improve teachers' job commitment. Principals should also show high sense of instruction responsibility while exhibiting their instruction leadership roles in the school which will promote teachers' job commitment.

2. Principals' should highly foster ethical conducts in their decision making through active teachers' participation in decision making process which stands to impact greatly on teachers' job commitment in secondary schools.

3. The State government in collaboration with the Delta State Post Primary Education Board should organize leadership training programmes that will avail principals' the opportunities to get exposed to practices which will make them conversant with ethical instructional leadership, decision making, instruction supervisory, communication, collaborative and accountability behaviours that will aid teachers' job commitment in schools.

4. Principals' should highly improve their mode of communication in schools to aid effective teachers' commitment. This will warrant that they operate an open door policy by fostering ethical leadership behaviours that will highly boost effective communication practices in school for teachers' job commitment.

5. Principals' should ensure that they apply mechanisms which will highly foster ethical behaviour and conducts in order to boost and improve collaborations of staff members in schools for strengthening teachers' job commitment.

6. Principals should be ethically accountable for their actions in school. Their behaviour must foster transparency, sense of responsibility and integrity while accounting for

financial matters in order to highly portray ethical accountability that will promote teachers' job commitment in school.

7. Since teachers' commitment in the secondary schools in Delta State could be predicted on the basis of ethical leadership behaviours fostered by principals, the principals should always ensure that they effectively foster ethical instructional leadership, decision making, instructional supervisory, communication, collaborative and accountability leadership behaviours in their dealings with teachers in the school in order to impact positively on teachers job commitment.

Suggestions for Further Studies

The present study has necessitated that further studies be carried out in the following areas:

1. An empirical study should be conducted to find out the relationship between principals' ethical leadership behaviour and teacher commitment in private secondary schools in Delta State.

2. A comparative study should be carried out in order to compare principals' ethical leadership behaviour and teacher commitment in public and private secondary schools in Delta State.

3. A study should be organized to examine the influence of ethical leadership behaviour on teacher job performance and students' academic achievements.

4. A survey study should be conducted to determine the extent to which principals apply ethical behaviour for effective school administration in schools.

5. Further study should be carried out to find out the most prominent ethical leadership behaviour that aids teachers commitment.

6.   An experimental study should be organized to examine effect of ethical leadership behaviour on teacher job interest and motivation.

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APPENDIX A

LETTER OF INTRODUCTION

Department of Educational Management and
Policy, Faculty of Education,
Nnamdi Azikiwe University, Anambra State.
24th November, 2017.

Dear Participants,

My name is Azike, Florence Nwadaubu with PG registration number 2013687006F. I am a Doctorate degree research student from the Department of Educational Management and Policy, Faculty of Education, Nnamdi Azikiwe University, Anambra State; conducting a research on: "Teachers' Perception of Principals Ethical Leadership Behaviour as Correlate of Teachers Job Commitment in Delta State". Please kindly respond by providing the necessary information and filling the questionnaire as requested for the successful completion of the study.

Your response to the questionnaire would be well appreciated and the information provided would be used for academic purposes and also treated as confidential. Your assistance and cooperation would be highly appreciated. Thank you for your cooperation.

Yours faithfully,

Azike, Florence Nwadaubu

APPENDIX B

RESEARCH INSTRUMENTS DESIGNED FOR TEACHERS

SECTION A

Instructions

The questionnaire has various sections and guidelines given to help out in filling the questionnaire.

i.   This section requests that you respond to the statements provided in the table by ticking the answer that best suits you with this symbol: (√)

ii. The questions require you to tick the answers into the columns provided in the table and have equally been constructed and structured to have the following responses:
(a) Strongly Agree (SA) - 4, Agree (A) - 3, Disagree (D) - 2, Strongly Disagree (SD) - 1

Please tick (√) where applicable on the space provided.

1. Status: Teacher

SECTION B

(i) PRINCIPALS ETHICAL LEADERSHIP BEHAVIOUR QUESTIONNAIRE (PELBQ)

Principals' Ethical Instructional Leadership Behaviour

S/N	Please show your agreement concerning how your principal exhibits and maintains the following ethical instructional leadership behaviour in school. My principal:	SA	A	D	SD
1	Strives hard to create a conducive climate				
2	Fair in managing teachers to foster school improvement				
3	Sincerely motivating teachers to perform better				
4	Delegates duties to teachers as a way of encouraging initiative, responsiveness and leadership amongst teachers				
5	Transparent in planning of instructional activities in the school				
6	Models high level of professional practice to improve teachers' performance				
7	Develops atmosphere of caring and trust in school				
8	Willing to give teachers support to help improve their practices				
9	Fair in redesigning teachers' roles				
10	Shows concern for continuous teacher professional development in the school				
11	Builds effective relationships in the school through performance management				
12	Sets values that positively influence teachers to have clear sense of direction				

Principals' Ethical Decision Making Leadership Behaviour

S/N	Please show your agreement concerning how your principal exhibits and maintains the following ethical leadership behaviour in school. My principal:	SA	A	D	SD
13	Honestly models and promotes open and inclusive dialogue				
14	Accepts teachers professional judgements' and decisions in the school				
15	Integrity in creating an enabling environment where teachers value each other's ideas				
16	Supportive in allowing teachers implement decisions unanimously taken at meetings without procrastinating				
17	Adopts effective style in decision making which improves teachers work in school				

Principals' Ethical Instruction Supervisory Leadership Behaviour

S/N	Please show your agreement concerning how your principal exhibits and maintains the following ethical leadership behaviour in school. My principal:	SA	A	D	SD
18	Provides time for sharing ideas and activities with teachers in school				
19	Mentors teachers for promoting their effectiveness in the classroom				
20	Reliable in monitoring and observing classroom instruction regularly				
21	Trusting in monitoring and praising teachers instructional progress in school				
22	Polite in technically advising teachers during instructional delivery in the classroom				
23	Consistent in checking and ensuring teachers' preparation of lesson notes on a weekly basis				
24	Constantly checks and ensures adequacy of scheme of work and record of work on a weekly basis				
25	Ensures that teachers show good knowledge of the subject matter				
26	Active towards ensuring adequacy of teaching and learning resources for improvement of teaching in school				
27	Competent in ensuring that teachers conduct effective and up-to-date assessment for reinforcing students learning				
28	Constantly supervises teachers during classroom instructions				
29	Engages teachers in workshops and seminars as a way of boosting their efficiency				
30	Sincere in applying the principles guiding effective instructional supervision for improving teachers performance				

Principals' Ethical Communication Leadership Behaviour

S/N	Please show your agreement concerning how your principal exhibits and maintains the following ethical leadership behaviour in school. My principal is:	SA	A	D	SD
31	Compassionate in talking with teachers as a way of conveying a good listener who avoids prejudgement				
32	Does not pry and share experiences only when appropriate and				

	needed				
33	Treats teachers with respect, courtesy and sensitivity to their rights, duties and aspirations				
34	Uses effective problem solving skills in the school				
35	Uses effective communication mode and channels in order to prevent distrust among teachers				
36	Uses good gestures to praise teachers teaching task				
37	Frequently communicates to teachers using written memos				
38	Willing to use telephones to communicate and reach out to teachers on urgent matters that need immediate response and attention				
39	Present speeches at staff meetings which encourages and boost teachers' high spirit and morale towards their duty				
40	Always express issues clearly in concise language when communicating to teachers				
41	Respects diversity among individual teachers when communicating to them				
42	Humble in interpreting messages properly in order to seek teachers' understanding when communicating				
43	Polite in showing consciousness in tone of voice when communicating to teachers				
44	Convey empathy and warmth when communicating to staff and students				
45	Conveys genuine respect as a way of enabling teachers maintain a feeling of integrity and personal control				

Principals' Ethical Collaborative Leadership Behaviour

S/N	Please show your agreement concerning how your principal exhibits and maintains the following ethical leadership behaviour in school. My principal:	SA	A	D	SD
46	Facilitates networks among teachers to exchange ideas about the best way to reach school goals				
47	Always build and create an atmosphere of collaboration and trust among teachers in order to improve their work				
48	Always structure ways for teachers to work together to solve problems				
49	Encourages healthy relationships among teachers				
50	Enhances expectations that working together will be productive				
51	Ensure appropriate time for making connections				
52	Ensures regular celebration of positive outcomes resulting from working together				
53	Constantly engaging teachers in reflective practices that develop their professional knowledge and teaching skills.				
54	Willing to building consensus and trusting relationships among teachers				
55	Always ensuring that teachers communicate and collaborate with parents and community agencies				
56	Promotes team building and shared leadership among teachers in school				
57	Dependable in spending considerable time planning together with teachers for effective instructional delivery in school				

Principals' Ethical Accountability Leadership Behaviour

S/N	Please show your agreement concerning how your principal exhibits and maintains the following ethical leadership behaviour in school. My principal:	SA	A	D	SD
58	Honestly accepts responsibility for his/her own actions				
59	Provides constructive and positive feedback to teachers which is considered helpful to their work				
60	Active in maintaining records to manage, monitor, assess and improve teachers' work				
61	Strives for high standards and value towards teaching				
62	Always striving to adhere and obey professional standards of conduct and rules				
63	Demonstrates responsibility for all teachers and acts in their best interest				
64	Shows transparency and integrity in providing effective financial management in the school				
65	Meets up with accountability requirements				
66	Willing to help and support teachers when there is a problem				
67	Competent in involving and making teachers understand the mission of the school for accomplishment of school goals				
68	Showcases integrity in updating and informing teachers about current changes in the school				
69	Always ready and disciplined to accept faults when pointed out by any teacher				

(ii) TEACHER COMMITMENT QUESTIONNAIRE (TCQ) DESIGNED FOR TEACHERS

S/N	Please show your agreement concerning your commitment in school	SA	A	D	SD
1	I do not miss my classes because my attendance/class activities are being monitored				
2	I always prepare lesson plans for every class taught because of the inspiration I get in the school from my principal				
3	I ensure that I always cover the scheme of work for the term because my work progress is constantly observed				
4	The principal's encouragements enables me to show zealousness to effectively carry out my teaching task assigned to me				
5	The principals' behaviour makes it possible for me to enjoy teaching				
6	The roles assigned to me in the school makes me active to always report to duty in time				
7	I am passionate to render selfless service because of the support I receive to implement certain decisions in the school				
8	I execute my duty efficiently because my principal is emphatic in communicating with staff				
9	I am committed to work because of the maximum collaborations I get from my colleagues in school				
10	The principal's steadfastness makes me to become serious in my duty at all times				
11	The principal's receptiveness makes me not want to leave the teaching job				
12	I keep records of students progress because of the principals behaviour to improve teachers' work				
13	I provide exercises and homework for students due to the standards that have been set in the school				
14	I am always ready to correct students' work because of the mentoring I receive in the school				
15	I accept my faults and amend my ways because the principal is always ready to act in the best interest of teachers				
16	I always strive hard to have good relationship with students because the principals' is virtuous in executing his own duty				
17	My personal performance & contributions are valued and recognized in the school				
18	I have opportunities to advance in my line of function in the school				
19	I believe there is fairness in the way my performance is assessed in the school				
20	I feel secure that I am able to work for the school as long as I do a good job				

APPENDIX C

Table 1: Population Distributions of Public Secondary Schools and Teachers in the Twenty-Five (25) LGA in Delta State

S/N	Total N0. of LGAs in Delta State	Total N0. of Public Secondary Schools	Total N0. of Public Secondary School Teachers
1	Aniocha North	18	417
2	Aniocha South	19	460
3	Bomadi	9	108
4	Brutu	19	192
5	Ethiope East	25	670
6	Ethiope West	23	431
7	Ika North East	19	781
8	Ika South	20	773
9	Isoko North	17	411
10	Isoko South	19	401
11	Ndokwa East	26	246
12	Ndokwa West	21	316
13	Okpe	16	440
14	Oshimili North	13	563
15	Oshimili South	10	869
16	Patani	9	110
17	Sapele	16	783
18	Udu	14	667
19	Ughelli North	44	1347
20	Ughelli South	26	509
21	Ukwuani	13	335
22	Uvwie	16	1106
23	Warri North	11	167
24	Warri South	18	1061
25	Warri South-West	7	123
	Grand Total	**448**	**13, 286**

(Source: IT Unit in Planning, Research and Statistics Department, Delta State Post Primary Education Board - PPEB, January, 2017)

APPENDIX D

Table 2: Sample Size Distributions of Public Secondary Schools and Teachers in the Twenty-Five (25) LGA in Delta State

S/N	N0. of LGAs in Delta State selected for sampling at 50%	N0. of Public Secondary Schools selected for sampling at 50%	N0. of Public Secondary School Teachers selected for sampling at 10%
1	Aniocha North	9	42
2	Aniocha South	10	46
3	Ethiope East	13	67
4	Ika South	10	77
5	Isoko North	9	41
6	Ndokwa West	11	32
7	Okpe	8	44
8	Oshimili North	7	56
9	Oshimili South	5	87
10	Patani	5	11
11	Ughelli South	13	51
12	Ukwuani	7	34
13	Warri South	9	106
	Total	**116**	**694**

APPENDIX E

VALIDATION OF RESEARCH INSTRUMENT

APPENDIX

Validation of instrument on the Topic:

Relationship between principals' ethical leadership behaviour and teachers commitment in Secondary Schools in Delta State.

This is to certify that I ... Prof Ngozi Agu

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

1. You need two instruments = One for ethical leadership behaviour of principals and another for teachers' commitment. You therefore need to develop teachers' commitment instrument.

2. To correlate principals' leadership behaviour and teachers' comm. you should use teachers' views on leadership beh.

3. Principals' ethical leadership behaviour should involve students & non academic staff, unless you want to study ethical leadership to teachers

4. There is no need for another questionnaire for principals.

5. Many items are double-barrelled & vague. These were noted in the body of the work. Restructure them

the amendments, I considered the instruments fit/unfit for the study which it

...ned for.

Signature:

Date: 20/ 7/17

APPENDIX
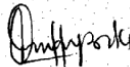
Validation of instrument on the Topic:

Relationship between principals' Ethical leadership behaviour and teachers' Commitment in Secondary Schools in Delta State

This is to certify that I .....Prof. Vivian Nwogbo.....

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

School location and name should be deleted since they are not part of your study. Editorial. Rephrase the leading statement to properly convey the meaning intended in the Items. Some of the items are vague, double barrelled and cannot be described as behaviour. The number of items are many and may lead to faking since your respondents may likely get tired of filling them. How do you correlate principals responses and teachers responses? Address these issues with your Supervisor

After the amendments, I considered the instruments fit/unfit for the study which it is designed for.

Signature: [signature]

Date: 19/07/17

The two Instruments you will have in this relationship study are on:-
1) Ethical Leadership Behaviour and
2) Teachers Commitment

Present each without determining their relationship outrightly. Thus, the correlation is done after going to the field.

3) You should have just a group of respondents; either teachers or principal. ~~Preferably principals~~.

4) Since this is a relationship study, you may not need to use two different groups of respondents ie. Principals and Teachers

5) The questionnaire for ethical leadership behaviour should be in clusters as you have it here but that of Commitment could be would consist of items, not too many and not in clusters.

6) Reorganise the entire work.

PRINCIPALS ETHICAL LEADERSHIP BEHAVIOUR AND TEACHER COMMITMENT QUESTIONNAIRE (PELBTCQ)

SECTION A

Instructions

The questionnaire has various sections and guidelines have been **given** to help out in filling the questionnaire.

i. Firstly, the questionnaire has two sections. The first section kindly **requests** that you provide your personal information. Secondly, the second section requests that **you respond** to the statements provided in the table by ticking the answer that best suits you with this symbol: √

ii. The questions require that you to tick the answers into the columns provided **in** the table and have equally been constructed and structured to have the following responses:
(a) Strongly Agree (SA) - 4, Agree (A) - 3, Disagree (D) - 2, Strongly Disagree (SD) - 1 for the

answering research questions.

Please tick (√) where applicable on the space provided.

1. School Location: ....*[handwritten: Not needed]*....................

2. School Name: ....

3. Statue: Principal ☐   Teacher ☐

[handwritten marginal notes: I will need two separate instruments — one on ethical leadership of principals & the other on teacher commitment]

[handwritten marginal notes: make the items personal for each individual respondent]

SECTION B

SURVEY INSTRUMENT DESIGNED FOR TEACHERS

Principals' Ethical Instructional Leadership Behaviour and Teachers' Commitment

S/N	Please show your agreement concerning how principals exhibits and maintains the following ethical leadership behaviour for teacher commitment in school	SA	A	D	SD
1	Striving hard to create a climate hospitable to encourage teaching and learning *[vague]*				
2	Fairness in managing teachers (data and processes to foster school improvement) *[be more specific]*				
3	Caring about cultivating leadership in teachers to assume their parts towards realizing the school vision and instructional goal *[vague]*				
4	Mobilizing and ensuring that variety of teaching resources are available to support teachers' competence *[not really ethical]*				
5	Sincerely motivating teachers to perform better and be committed in school) *[avoid double-barreled items]*				
6	Honestly delegating duties to teachers *[be more specific]*				
7	Demonstrates appropriate expertise for effective instruction in school				

[handwritten: not part of ethical behaviour]

[handwritten: Avoid double-barreled items. Be specific.]

[handwritten at bottom: Note that the ethical leadership behaviour a estimate should cover behaviour]

8	Transparency in planning of instructional activities in the school				
9	Modeling high level of professional practice to improve teachers' performance				
10	Trusting in encouraging teachers to consider new ideas for their teaching practices _meaningless_				
11	Developing atmosphere of caring and trust in school				
12	Wiliness to give teachers support to help improve their practices				
13	Good knowledge of all different aspects of school instructional and curriculum programmes _not ethical_				
14	Ability in improving the conditions of teaching in the school _not ethical_				
15	Having clear vision and values, and set values that positively influences teachers to have clear sense of direction and purpose for the school _Demerge the two_				
16	Fairness in redesigning teachers' roles and responsibilities				
17	Showing concern for continuous teacher professional development in the school				
18	Building effective relationships and professional learning community in the school through performance management				

Principals' Ethical Decision Making Leadership Behaviour and Teachers' Commitment

S/N	Please show your agreement concerning how principals exhibit and maintains the following ethical leadership behaviour for teacher commitment in school	SA	A	D	SD
19	Fairness in using participative approach to decision making _makes no sense_				
20	Honestly models and promotes open and inclusive dialogue				
21	Utilizes principles of teaching, learning and students development to guide his decisions in school _not ethical in nature_				
22	Trusting in accepting teachers professional judgements' and decisions of in the school _meaningless, Restructure_				
23	Integrity in creating an enabling environment where teachers value each other's ideas				
24	Supportive in allowing teachers implement decisions unanimously taken at meetings without procrastinating				
25	Discipline in adopting effective style in decision making which improves teachers work in school _meaningless. Restructure_				
26	Carefully considers the steps involved in decision making as a way of teachers improvement for achieving success in school _not ethical in nature,_				

Principals' Ethical Instructional Supervisory Leadership Behaviour and Teachers' Commitment

S/N	Please show your agreement concerning how principals exhibit and maintains the following ethical leadership behaviour for teacher commitment in school	SA	A	D	SD
27	Provides time for sharing ideas and activities with teachers in school				
28	Provides opportunities for teachers to observe each other during instructional supervision				
29	Mentoring teachers for promoting their effectiveness in the classroom				
30	Acting as role models for teachers in instructional supervision				

5   _not meaningful_

31	Encouraging initiative, responsiveness and leadership amongst teachers				
32	Polite in demonstrating teaching during instructional supervision				
33	Hardworking in monitoring students work daily				
34	Reliable in monitoring and observing classroom instructions regularly				
35	Trusting in monitoring and praising teachers instructional progress in school				
36	Polite in technically advising teachers during instructional delivery in the classroom				
37	Passionate towards tolerating teachers ambiguity and uncertainty in the classroom				
38	Consistency in checking and ensuring teachers' preparation of lesson notes on a weekly basis				
39	Constantly checking and ensuring adequacy of scheme of work and record of work on a weekly basis				
40	Humanely planning teaching methods for effective class work in order to motivate teachers to enable students learn effectively				
41	Visionary in ensuring that teachers show good knowledge of the subject matter				
42	Active towards ensuring adequacy of teaching and learning resources for improvement of teaching in school				
43	Competent in ensuring that teachers conduct effective and up-to-date assessment for reinforcing students learning				
44	Constantly supervising and checkmating teachers during classroom instructions				
45	Engaging teachers in workshops and seminars as a way of boosting their efficiency				
46	Sincere in applying the principles guiding effective instructional supervision for improving teachers performance				

Principals' Ethical Communication Leadership Behaviour and Teachers' Commitment

S/N	Please show your agreement concerning how principals exhibits and maintains the following ethical leadership behaviour for teacher commitment in school	SA	A	D	SD
47	Compassionate in talking with teachers as a way of conveying a good listener who avoids prejudgement does not pry and share experiences only when appropriate and needed.				
48	Treating teachers with respect and courtesy and sensitivity to their rights, duties and aspirations				
49	Uses effective communication, facilitation, and problem skills in the school				
50	Using effective communication mode and channels in order to prevent distrust among teachers				
51	Using good gestures to praise teachers teaching task				
52	Frequently communicates to teachers using written memos				
53	Willingness in using telephones to communicate and reach out to teachers on urgent matters that needs immediate response and attention				
54	Present speeches at staff meetings which encourages and boost teachers high spirit and morale towards their duty				

6

55	Compassionate in use of rewards and punishment to hold teachers				
56	Always express clear and concise language when communicating to teachers				
57	Respecting diversity among individual teachers when communicating to them				
58	Humble in interpreting messages properly in order to seek teachers understanding when communicating				
59	Politeness in showing consciousness in tone of voice when communicating to teachers				
60	Show integrity in asking teachers questions for clarification where necessary				
61	Conveying empathy and warmth as a way of communicating understanding and appreciating of what others are thinking and feeling. to staff and student				
62	Conveying genuine regards and respect as a way of transmitting real interest and enabling teachers maintain a feeling of integrity and personal control				

Principals' Ethical Collaborative Leadership Behaviour and Teachers' Commitment

S/N	Please show your agreement concerning how principals exhibit and maintains the following ethical leadership behaviour for teacher commitment in school	SA	A	D	SD
63	Facilitates networks among teachers to exchange ideas about the best way to reach school goals				
64	Virtuous to always build and create an atmosphere of collaboration and trust among teachers in order to improve their work				
65	Always structure ways for teachers to work together to solve problems				
66	Encourages helping and healthy relationships among teachers				
67	Enhancing expectations that working together will be productive				
68	Ensure appropriate time for making connections				
69	Ensuring regular celebration of positive outcomes resulting from working together				
70	Honestly promoting teachers to work in partnership with parents and carers in order to promote students' learning				
71	Constantly engaging teachers in reflective practices that develop their professional knowledge and teaching skills.				
72	Willingness to building consensus and trusting relationships among teachers				
73	Always ensuring that teachers communicate and collaborate with parents and community agencies				
74	Promotes team building and shared leadership among teachers in school				
75	Dependable in spending considerable time planning together with teachers for effective instructional delivery in school				

Principals' Ethical Accountability Leadership Behaviour and Teachers' Commitment

S/N	Please show your agreement concerning how principals exhibits and maintains the following ethical leadership behaviour for teacher commitment in school	SA	A	D	SD
76	Always clarifies the reasons for school's improvement initiatives				
77	Honestly accepting responsibility for his own actions				
78	Trusting in providing constructive and positive feedback to teachers which is considered helpful to their work				
79	Active in maintaining records to manage, monitor, assess and improve teachers' work				
80	Striving for high standards and value towards teaching				
81	Always striving to adhere and obey professional standards of conduct and rules				
82	Demonstrates responsibility for all teachers and acts in their best interest				
83	Showing transparency and integrity in providing effective financial management in the school				
84	Meeting up with accountability requirements				
85	Visionary in marketing and promoting school				
86	Virtuously applying effective strategies in making sure that the school is running smoothly				
87	Striving to ensure that management practices reflect leadership actions				
88	Willingness to help and support teachers when there is a problem				
89	Competency in involving and making teachers understand the mission of the school for accomplishment of school goals				
90	Showcases integrity in updating and informing teachers about current changes in the school				
91	Always ready and disciplined to accept faults when pointed out by any teacher				

(ii) SURVEY INSTRUMENT DESIGNED FOR PRINCIPALS

Principals' Ethical Instructional Leadership Behaviour and Teachers' Commitment

S/N	Please show your agreement on the items concerning your ethical leadership characteristics for boosting teachers commitment in your school	SA	A	D	SD
1	Striving hard to create a climate hospitable to encourage teaching and learning				
2	Fairness in managing teachers, data and processes to foster school improvement				
3	Caring about cultivating leadership in teachers to assume their parts towards realizing the school vision and instructional goal				
4	Mobilizing and ensuring that variety of teaching resources are available to support teachers' competence				
5	Sincerely motivating teachers to perform better and be committed in				

...CIPALS ETHICAL LEADERSHIP BEHAVIOUR AND TEACHER COMMITMENT QUESTIONNAIRE (PELBTCQ)

SECTION A

Instructions

The questionnaire has various sections and guidelines have been given to help out in filling the questionnaire.

i. Firstly, the questionnaire has two sections. The first section kindly requests that you provide your personal information. Secondly, the second section requests that you respond to the statements provided in the table by ticking the answer that best suits you with this symbol: √

ii. The questions require that you to tick the answers into the columns provided in the table and have equally been constructed and structured to have the following responses:
(a) Strongly Agree (SA) - 4, Agree (A) - 3, Disagree (D) - 2, Strongly Disagree (SD) - 1 for the

answering research questions.

Pease tick (√) where applicable on the space provided.

1. School Location: ....//...

    Not relevant here

2. School Name: ....//...

3. Statue: Principal ☐   Teacher ☐

SECTION B

(i)   SURVEY INSTRUMENT DESIGNED FOR TEACHERS

Principals' Ethical Instructional Leadership Behaviour and Teachers' Commitment

S/N	Please show your agreement concerning how principals' exhibit and maintain the following ethical leadership behaviour for teacher commitment in school	SA	A	D	SD
1	Striving hard to create a climate hospitable to encourage teaching and learning				
2	Fairness in managing teachers, data and processes to foster school improvement *Doesn't make sense*				
3	Caring about cultivating leadership in teachers to assume their parts towards realizing the school vision and instructional goal				
4	Mobilizing and ensuring that variety of teaching resources are available to support teachers' competence				
5	Sincerely motivating teachers to perform better and be committed in school				
6	Honestly delegating duties to teachers ??				
7	Demonstrates appropriate expertise for effective instruction in school				

4

	Transparency in planning of instructional activities in the school				
	Modeling high level of professional practice to improve teachers' performance				
10	Trusting and encouraging teachers to consider new ideas for their teaching practices				
11	Developing atmosphere of caring and trust in school				
12	Wiliness to give teachers support to help improve their practices				
13	Good knowledge of all different aspects of school instructional and curriculum programmes				
14	Ability in improving the conditions of teaching in the school				
15	Having clear vision and values, and set values that positively influences teachers to have clear sense of direction and purpose for the school				
16	Fairness in redesigning teachers roles and responsibilities				
17	Showing concern for continuous teacher professional development in the school				
18	Building effective relationships and professional learning community in the school through performance management				

Principals' Ethical Decision Making Leadership Behaviour and Teachers' Commitment

S/N	Please show your agreement concerning how principals' exhibit and maintain the following ethical leadership behaviour for teacher commitment in school	SA	A	D	SD
19	Fairness in using participative approach to decision making				
20	Honestly models and promotes open and inclusive dialogue				
21	Utilizes principles of teaching, learning and students development to guide his decisions in school				
22	Trusting in accepting teachers professional judgements' and decisions of in the school				
23	Integrity in creating an enabling environment where teachers' value each other's ideas				
24	Supportive in allowing teachers implement decisions unanimously taken at meetings without procrastinating				
25	Discipline in adopting effective style in decision making which improves teachers work in school				
26	Carefully considers the steps involved in decision making as a way of teachers improvement for achieving success in school				

Principals' Ethical Instructional Supervisory Leadership Behaviour and Teachers' Commitment

S/N	Please show your agreement concerning how principals' exhibit and maintain the following ethical leadership behaviour for teacher commitment in school	SA	A	D	SD
27	Provides time for sharing ideas and activities with teachers in school				
28	Provides opportunities for teachers to observe each other during instructional supervision				
29	Assisting in mentoring teachers for promoting their effectiveness in the classroom				
30	Acting as role models for teachers in instructional supervision				

5

		SA	A	D	SD
	Encouraging initiative, responsiveness and leadership amongst teachers *may go for the 1st variable Inst. L/Ship*				
32	Polite in demonstrating teaching during instructional supervision				
33	Hardworking in monitoring students work daily				
34	Reliable in monitoring and observing classroom instructional regularly				
35	Trusting in monitoring and praising teachers instructional progress in school				
36	Polite in technically advising teachers during instructional delivery in the classroom				
37	Passionate towards tolerating teachers ambiguity and uncertainty in the classroom				
38	Consistency in checking and ensuring teachers preparation of lesson notes on a weekly basis				
39	Constantly checking and ensuring adequacy of scheme of work and record of work on a weekly basis				
40	Humanely planning teaching methods for effective class work in order to motivate teachers to enable students learn effectively				
41	Visionary in ensuring that teachers show good knowledge of the subject matter				
42	Active towards ensuring adequacy of teaching and learning resources for improvement of teaching in school				
43	Competent in ensuring that teachers conduct effective and up-to-date assessment for reinforcing students learning				
44	Constantly supervising and checkmating teachers during classroom instructions				
45	Engaging teachers in workshops and seminars as a way of boosting their efficiency				
46	Sincere in applying the principles guiding effective instructional supervision for improving teachers performance				

Principals' Ethical Communication Leadership Behaviour and Teachers' Commitment

S/N	Please show your agreement concerning how principals' exhibit and maintain the following ethical leadership behaviour for teacher commitment in school	SA	A	D	SD
47	Compassionate in talking with teachers as a way of conveying a good listener who avoids prejudgement, does not pry and share experiences only when appropriate and needed.				
48	Treating teachers with respect and courtesy and sensitivity to their rights, duties and aspirations				
49	Uses effective communication, facilitation, and problem skills in the school *double barrelled*				
50	Using effective communication mode and channels in order to prevent distrust among teachers				
51	Using good gestures to praise teachers teaching task				
52	Frequently communicates to teachers using written memos				
53	Willingness in using telephones to communicate and reach out to teachers on urgent matters that needs immediate response and attention				
54	Present speeches at staff meetings which encourages and boost teachers high spirit and morale towards their duty				

6

		SA	A	D	SD
	Compassionate in use of rewards and punishment to **hold** teachers				
56	Always express clear and concise language **when** communicating to teachers				
57	Respecting diversity among individual teachers when communicating				
58	Humble in interpreting messages properly in order to seek teachers understanding when communicating				
59	Politeness in showing consciousness in tone of voice when communicating to teachers				
60	Show integrity in asking teachers questions for clarification where necessary				
61	Conveying empathy and warmth as a way of communicating understanding and appreciating of what others are thinking and feeling.				
62	Conveying genuine regards and respect as a way of transmitting real interest and enabling teachers maintain a feeling of integrity and personal control				

Principals' Ethical Collaborative Leadership Behaviour and Teachers' Commitment

S/N	Please show your agreement concerning how principals' exhibit and maintain the following ethical leadership behaviour for teacher commitment in school	SA	A	D	SD
63	Facilitates networks among teachers to exchange ideas about the best way to reach school goals				
64	Virtuous to always build and create an atmosphere of collaboration and trust among teachers in order to improve their work				
65	Always structure ways for teachers to work together to solve problems				
66	Encourages helping and healthy relationships among teachers				
67	Enhancing expectations that working together will be productive				
68	Ensure appropriate time for making connections				
69	Ensuring regular celebration of positive outcomes resulting from working together				
70	Honestly promoting teachers to work in partnership with parents and carers in order to promote students' learning				
71	Constantly engaging teachers in reflective practices that develop their professional knowledge and teaching skills.				
72	Willingness to building consensus and trusting relationships among teachers				
73	Always ensuring that teachers communicate and collaborate with parents and community agencies				
74	Promotes team building and shared leadership among teachers in school				
75	Dependable in spending considerable time planning together with teachers for effective instructional delivery in school				

7

PRINCIPALS ETHICAL LEADERSHIP BEHAVIOUR AND TEACHER COMMITMENT QUESTIONNAIRE (PELBTCQ)

SECTION A

Instructions

The questionnaire has various sections and guidelines have been given to help out in filling the questionnaire.

i. Firstly, the questionnaire has two sections. The first section kindly requests that you provide your personal information. Secondly, the second section requests that you respond to the statements provided in the table by ticking the answer that best suits you with this symbol(√)

ii. The questions require that you to tick the answers into the columns provided in the table and have equally been constructed and structured to have the following responses:
(a) Strongly Agree (SA) - 4, Agree (A) - 3, Disagree (D) - 2, Strongly Disagree (SD) - 1 for the

answering research questions.

Pease tick (√) where applicable on the space provided.

1. School Location: …………………………………………………

2. School Name: …………………………………………………………

3. Statue: Principal ☐   Teacher ☐

SECTION B

(i)   SURVEY INSTRUMENT DESIGNED FOR TEACHERS
Principals' Ethical Instructional Leadership Behaviour and Teachers' Commitment

S/N	Please show your agreement concerning how principals' exhibit and maintain the following ethical leadership behaviour for teacher commitment in school	SA	A	D	SD
1	Striving hard to create a climate hospitable to encourage teaching and learning				
2	Fairness in managing teachers, data and processes to foster school improvement				
3	Caring about cultivating leadership in teachers to assume their parts towards realizing the school vision and instructional goal				
4	Mobilizing and ensuring that variety of teaching resources are available to support teachers' competence				
5	Sincerely motivating teachers to perform better and be committed in school				
6	Honestly delegating duties to teachers				
7	Demonstrates appropriate expertise for effective instruction in school				

4

8	Transparency in planning of instructional activities in the school				
9	Modeling high level of professional practice to improve teachers' performance	:			
10	Trusting in encouraging teachers to consider new ideas for their teaching practices				
11	Developing atmosphere of caring and trust in school				
12	Wiliness to give teachers support to help improve their practices				
13	Good knowledge of all different aspects of school instructional and curriculum programmes				
14	Ability in improving the conditions of teaching in the school				
15	Having clear vision and values, and self values that positively influences teachers to have clear sense of direction and purpose for the school				
16	Fairness in redesigning teachers roles and responsibilities				
17	Showing concern for continuous teacher professional development in the school				
18	Building effective relationships and professional learning community in the school through performance management				

(handwritten: Setting)

(handwritten: Stop double barrel question)

Principals' Ethical Decision Making Leadership Behaviour and Teachers' Commitment

S/N	Please show your agreement concerning how principals' exhibit and maintain the following ethical leadership behaviour for teacher commitment in school	SA	A	D	SD
19	Fairness in using participative approach to decision making				
20	Honestly models and promotes open and inclusive dialogue				
21	Utilizes principles of teaching, learning and students development to guide his decisions in school				
22	Trusting in accepting teachers professional judgements' and decisions of in the school				
23	Integrity in creating an enabling environment where teachers' value each other's ideas				
24	Supportive in allowing teachers implement decisions unanimously taken at meetings without procrastinating				
25	Discipline in adopting effective style in decision making which improves teachers work in school				
26	Carefully considers the steps involved in decision making as a way of teachers improvement for achieving success in school				

Principals' Ethical Instructional Supervisory Leadership Behaviour and Teachers' Commitment

S/N	Please show your agreement concerning how principals' exhibit and maintain the following ethical leadership behaviour for teacher commitment in school	SA	A	D	SD
27	Provides time for sharing ideas and activities with teachers in school				
28	Provides opportunities for teachers to observe each other during instructional supervision				
29	Assisting in mentoring teachers for promoting their effectiveness in the classroom				
30	Acting as role models for teachers in instructional supervision				

(handwritten: You appear to be determining the relationship outrightly, but it should not be so)

Principals' Ethical Accountability Leadership Behaviour and Teachers' Commitment

S/N	Please show your agreement concerning how principals' exhibit and maintain the following ethical leadership behaviour for teacher commitment in school	SA	A	D	SD
76	Always clarifies the reasons for school's improvement initiatives				
77	Honestly accepting responsibility for his own actions				
78	Trusting in providing constructive and positive feedback to teachers which is considered helpful to their work				
79	Active in maintaining records to manage, monitor, assess and improve teachers work				
80	Striving for high standards and value towards teaching				
81	Always striving to adhere and obey professional standards of conduct and rules				
82	Demonstrates responsibility for all teachers and acts in their best interest				
83	Showing transparency and integrity in providing effective financial management in the school				
84	Meeting up with accountability requirements				
85	Visionary in marketing and promoting school				
86	Virtuously applying effective strategies in making sure that the school is running smoothly				
87	Striving to ensure that management practices reflect leadership actions				
88	Willingness to help and support teachers when there is a problem				
89	Competency in involving and making teachers understand the mission of the school for accomplishment of school goals				
90	Showcases integrity in updating and informing teachers about current changes in the school				
91	Always ready and disciplined to accept faults when pointed out by any teacher				

(ii)   SURVEY INSTRUMENT DESIGNED FOR PRINCIPALS

Principals' Ethical Instructional Leadership Behaviour and Teachers' Commitment

S/N	Please show your agreement on the items concerning your ethical leadership characteristics for boosting teachers commitment in your school	SA	A	D	SD
1	Striving hard to create a climate hospitable to encourage teaching and learning				
2	Fairness in managing teachers, data and processes to foster school improvement				
3	Caring about cultivating leadership in teachers to assume their parts towards realizing the school vision and instructional goal				
4	Mobilizing and ensuring that variety of teaching resources are available to support teachers' competence				
5	Sincerely motivating teachers to perform better and be committed in				

8

APPENDIX F

RELIABILITY OF THE INSTRUMENT

RELIABILITY
 /VARIABLES=QUES1 QUES2 QUES3 QUES4 QUES5 QUES6 QUES7 QUES8 QUES9 QUES10 QUES11 QUES12
 /SCALE('PRINCIPALS ETHICAL LEADERSHIP BEHAVIOUR QUESTIONNAIRE (PELBQ) 1') ALL
 /MODEL=ALPHA

 /STATISTICS=DESCRIPTIVE SCALE.

Reliability
Scale: PRINCIPALS ETHICAL LEADERSHIP BEHAVIOUR QUESTIONNAIRE (PELBQ) CLUSTER 1

Case Processing Summary

		N	%
Cases	Valid	25	96.2
	Excluded[a]	1	3.8
	Total	26	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.874	12

Item Statistics

	Mean	Std. Deviation	N
QUES1	2.2400	.66332	25
QUES2	3.1200	.33166	25
QUES3	2.9200	.90921	25
QUES4	3.8000	.40825	25
QUES5	3.6000	.50000	25
QUES6	3.4000	.70711	25
QUES7	3.3600	.56862	25
QUES8	3.8000	.40825	25
QUES9	3.6000	.50000	25
QUES10	3.7200	.45826	25
QUES11	2.9200	.90921	25
QUES12	3.3600	.48990	25

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
39.8400	21.640	4.65188	12

RELIABILITY
 /VARIABLES=QUES13 QUES14 QUES15 QUES16 QUES17
 /SCALE('PRINCIPALS ETHICAL LEADERSHIP BEHAVIOUR QUESTIONNAIRE (PELBQ) 1') ALL
 /MODEL=ALPHA
 /STATISTICS=DESCRIPTIVE SCALE.

Reliability

Scale: PRINCIPALS ETHICAL LEADERSHIP BEHAVIOUR QUESTIONNAIRE (PELBQ) CLUSTER 2

Case Processing Summary

		N	%
Cases	Valid	25	96.2
	Excluded[a]	1	3.8
	Total	26	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.817	5

Item Statistics

	Mean	Std. Deviation	N
QUES13	2.9200	.90921	25
QUES14	3.8000	.40825	25
QUES15	3.6000	.50000	25
QUES16	2.9200	.90921	25
QUES17	3.3600	.56862	25

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
16.6000	6.917	2.62996	5

RELIABILITY
 /VARIABLES=QUES18 QUES19 QUES20 QUES21 QUES22 QUES23 QUES24 QUES25 QUES26 QUES27 QUES28 QUES29 QUES30
 /SCALE('PRINCIPALS ETHICAL LEADERSHIP BEHAVIOUR QUESTIONNAIRE (PELBQ) 1') ALL
 /MODEL=ALPHA
 /STATISTICS=DESCRIPTIVE SCALE.

Reliability
Scale: PRINCIPALS ETHICAL LEADERSHIP BEHAVIOUR QUESTIONNAIRE (PELBQ) CLUSTER 3

Case Processing Summary

		N	%
Cases	Valid	25	96.2
	Excluded[a]	1	3.8
	Total	26	100.0

a. Listwise deletion based on all variables in the procedure.

b.

Reliability Statistics

Cronbach's Alpha	N of Items
.918	13

Item Statistics

	Mean	Std. Deviation	N
QUES18	2.9200	.90921	25
QUES19	3.6000	.50000	25
QUES20	3.7200	.45826	25
QUES21	3.8000	.40825	25
QUES22	3.3600	.48990	25
QUES23	2.9200	.90921	25
QUES24	2.9200	.90921	25
QUES25	3.6000	.50000	25
QUES26	3.4000	.70711	25
QUES27	3.3600	.56862	25
QUES28	3.8000	.40825	25
QUES29	3.6000	.50000	25
QUES30	3.7200	.45826	25

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
44.7200	33.127	5.75558	13

RELIABILITY
 /VARIABLES=QUES31 QUES32 QUES33 QUES34 QUES35 QUES36 QUES37 QUES38 QUES39 QUES40 QUES41
QUES42 QUES43 QUES44 QUES45
 /SCALE('PRINCIPALS ETHICAL LEADERSHIP BEHAVIOUR QUESTIONNAIRE (PELBQ) 1') ALL
 /MODEL=ALPHA
 /STATISTICS=DESCRIPTIVE SCALE.

Reliability

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OND RELIABILITY.sav

Scale: PRINCIPALS ETHICAL LEADERSHIP BEHAVIOUR QUESTIONNAIRE
(PELBQ) CLUSTER 4

Case Processing Summary

		N	%
Cases	Valid	25	96.2
	Excluded[a]	1	3.8
	Total	26	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.931	15

Item Statistics

	Mean	Std. Deviation	N
QUES31	3.8000	.40825	25
QUES32	3.3600	.48990	25
QUES33	2.9200	.90921	25
QUES34	3.8000	.40825	25
QUES35	3.6000	.50000	25
QUES36	2.9200	.90921	25
QUES37	3.3600	.56862	25
QUES38	3.8000	.40825	25
QUES39	3.6000	.50000	25
QUES40	3.7200	.45826	25
QUES41	2.9200	.90921	25
QUES42	3.3600	.48990	25
QUES43	2.9200	.90921	25
QUES44	3.8000	.40825	25
QUES45	3.6000	.50000	25

Scale Statistics

Mean	Variance	Std. Deviation	N of Items

Case Processing Summary

		N	%
Cases	Valid	25	96.2
	Excluded[a]	1	3.8
	Total	26	100.0

51.4800	43.843	6.62143	15

RELIABILITY
 /VARIABLES=QUES46 QUES47 QUES48 QUES49 QUES50 QUES51 QUES52 QUES53 QUES54 QUES55 QUES56 QUES57
 /SCALE('PRINCIPALS ETHICAL LEADERSHIP BEHAVIOUR QUESTIONNAIRE (PELBQ) 1') ALL
 /MODEL=ALPHA

 /STATISTICS=DESCRIPTIVE SCALE.

Reliability
Scale: PRINCIPALS ETHICAL LEADERSHIP BEHAVIOUR QUESTIONNAIRE
(PELBQ) CLUSTER 5

Case Processing Summary

		N	%
Cases	Valid	25	96.2
	Excluded[a]	1	3.8
	Total	26	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.815	12

Item Statistics

	Mean	Std. Deviation	N
QUES46	2.7200	.67823	25
QUES47	2.9600	1.01980	25
QUES48	2.7200	.67823	25
QUES49	2.8000	.40825	25
QUES50	2.0800	.27689	25
QUES51	3.3200	.85245	25
QUES52	3.5200	.77028	25
QUES53	2.7200	.67823	25
QUES54	3.5600	.76811	25
QUES55	2.8800	.60000	25
QUES56	3.0800	.75939	25

Item Statistics

	Mean	Std. Deviation	N
QUES46	2.7200	.67823	25
QUES47	2.9600	1.01980	25
QUES48	2.7200	.67823	25
QUES49	2.8000	.40825	25
QUES50	2.0800	.27689	25
QUES51	3.3200	.85245	25
QUES52	3.5200	.77028	25
QUES53	2.7200	.67823	25
QUES54	3.5600	.76811	25
QUES55	2.8800	.60000	25
QUES56	3.0800	.75939	25
QUES57	2.7200	.67823	25

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
35.0800	23.577	4.85558	12

RELIABILITY
 /VARIABLES=QUES58 QUES59 QUES60 QUES61 QUES62 QUES63 QUES64 QUES65 QUES66 QUES67 QUES68 QUES69
 /SCALE('PRINCIPALS ETHICAL LEADERSHIP BEHAVIOUR QUESTIONNAIRE (PELBQ) 1') ALL
 /MODEL=ALPHA

 /STATISTICS=DESCRIPTIVE SCALE.

Reliability
Scale: PRINCIPALS ETHICAL LEADERSHIP BEHAVIOUR QUESTIONNAIRE
(PELBQ) CLUSTER 6

Case Processing Summary

		N	%
Cases	Valid	25	96.2
	Excluded[a]	1	3.8
	Total	26	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.864	12

Item Statistics

	Mean	Std. Deviation	N
QUES58	3.6400	.56862	25
QUES59	3.3200	.80208	25
QUES60	3.0800	.57155	25
QUES61	2.8800	.72572	25
QUES62	2.7200	.67823	25
QUES63	2.8000	.64550	25
QUES64	3.0400	.45461	25
QUES65	2.7600	.72342	25
QUES66	2.8800	.72572	25
QUES67	2.8800	.72572	25
QUES68	3.8400	.55377	25
QUES69	2.7200	.67823	25

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
36.5600	25.257	5.02560	12

S/N	CLUSTERS	RELIABILITY COEFFICIENTS
1	Principal Ethical Instructional Leadership Behaviour	.874
2	Principal Ethical Decision Making Leadership Behaviour	.814
3	Principal Ethical Instructional Supervisory Leadership Behaviour	.918
4	Principal Ethical Communication Leadership Behaviour	.931
5	Principal Ethical Collaborative Leadership Behaviour	.851
6	Principal Ethical Accountability Leadership Behaviour	.864
	Average	**.875**

The reliability coefficient using Cronabch Alpha formula is .875, therefore, the instrument is deemed reliable.

Reliability

Scale: TEACHER COMMITMENT QUESTIONNAIRE (TCQ)

Case Processing Summary

		N	%
Cases	Valid	25	100.0
	Excluded[a]	0	.0
	Total	25	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.597	.649	20

The reliability coefficient of the instrument using Cronbach Alpha method is 0.60, therefore, the instrument is deemed reliable.

Item Statistics

	Mean	Std. Deviation	N
QUES1	3.2000	.76376	25
QUES2	3.2400	.77889	25
QUES3	3.2800	.61373	25
QUES4	3.4800	.65320	25
QUES5	3.0800	.70238	25
QUES6	3.3600	.56862	25
QUES7	3.4400	.71181	25
QUES8	3.2000	.76376	25
QUES9	3.2400	.77889	25
QUES10	3.2800	.61373	25
QUES11	3.4800	.65320	25
QUES12	3.0800	.70238	25
QUES13	3.3600	.56862	25
QUES14	3.4400	.71181	25
QUES15	3.2800	.61373	25
QUES16	3.4800	.65320	25
QUES17	3.0800	.70238	25
QUES18	3.3600	.56862	25
QUES19	3.4400	.71181	25
QUES20	3.2400	.59722	25

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
QUES1	62.8400	23.390	-.397	.	.670
QUES2	62.8000	20.417	.002	.	.616
QUES3	62.7600	18.607	.388	.	.560
QUES4	62.5600	18.673	.344	.	.564
QUES5	62.9600	16.707	.669	.	.511
QUES6	62.6800	18.477	.458	.	.553
QUES7	62.6000	21.000	-.072	.	.623
QUES8	62.8400	23.390	-.397	.	.670
QUES9	62.8000	20.417	.002	.	.616
QUES10	62.7600	18.607	.388	.	.560
QUES11	62.5600	18.673	.344	.	.564
QUES12	62.9600	16.707	.669	.	.511
QUES13	62.6800	18.477	.458	.	.553
QUES14	62.6000	21.000	-.072	.	.623
QUES15	62.7600	18.607	.388	.	.560
QUES16	62.5600	18.673	.344	.	.564
QUES17	62.9600	16.707	.669	.	.511
QUES18	62.6800	18.477	.458	.	.553
QUES19	62.6000	21.000	-.072	.	.623
QUES20	62.8000	19.833	.160	.	.589

APPENDIX G

RESEARCH QUESTIONS WORKING

Research Question 1
  CORRELATIONS/VARIABLES=PEILB TeacherCommitment
/PRINT=TWOTAIL NOSIG/STATISTICS DESCRIPTIVES
/MISSING=PAIRWISE.

Descriptive Statistics

	Mean	Std. Deviation	N
Prin. Ethical Instru. Leadership Behaviour	42.9769	5.57458	694
Teacher Commitment	47.4121	4.10542	694

Correlations

		Prin. Ethical Instru. Leadership Behaviour	Teacher Commitment
Prin. Ethical Instru. Leadership Behaviour	Pearson Correlation	1	.599**
	Sig. (2-tailed)		.000
	N	694	694
Teacher Commitment	Pearson Correlation	.599**	1
	Sig. (2-tailed)	.000	
	N	694	694

**. Correlation is significant at the 0.05 level (2-tailed).

Research Question 2
CORRELATIONS /VARIABLES=PEDMLB TeacherCommitment/PRINT=TWOTAIL
NOSIG/STATISTICS DESCRIPTIVES /MISSING=PAIRWISE.

Descriptive Statistics

	Mean	Std. Deviation	N
Prin. Ethical Decision Making Leadership Behaviour	45.9654	5.36156	694
Teacher Commitment	47.4121	4.10542	694

Correlations

	Prin. Ethical Decision Making Leadership Behaviour	Teacher Commitment

		Prin. Ethical Decision Making Leadership Behaviour	Teacher Commitment
Prin. Ethical Decision Making Leadership Behaviour	Pearson Correlation	1	.643**
	Sig. (2-tailed)		.000
	N	694	694
Teacher Commitment	Pearson Correlation	.643**	1
	Sig. (2-tailed)	.000	
	N	694	694

**. Correlation is significant at the 0.05 level (2-tailed).

Research Question 3

CORRELATIONS/VARIABLES=PEISLB Teacher Commitment /PRINT=TWOTAIL NOSIG /STATISTICS DESCRIPTIVES/MISSING=PAIRWISE.

Descriptive Statistics

	Mean	Std. Deviation	N
Prin. Ethical Instruc. Supervi. Leadership Behaviour	44.9035	6.58768	694
Teacher Commitment	47.4121	4.10542	694

Correlations

		Prin. Ethical Instruc. Supervi. Leadership Behaviour	Teacher Commitment
Prin. Ethical Instruc. Supervi. Leadership Behaviour	Pearson Correlation	1	.531**
	Sig. (2-tailed)		.000
	N	694	694
Teacher Commitment	Pearson Correlation	.531**	1
	Sig. (2-tailed)	.000	
	N	694	694

**. Correlation is significant at the 0.05 level (2-tailed).

Research Question 4
CORRELATIONS/VARIABLES=PECLB TeacherCommitment/PRINT=TWOTAIL NO SIG/STATISTICS DESCRIPTIVES /MISSING=PAIRWISE.

Descriptive Statistics

	Mean	Std. Deviation	N
Prin. Ethical Communication Leadership Behaviour	44.3905	5.91464	694
Teacher Commitment	47.4121	4.10542	694

Correlations

		Prin. Ethical Communication Leadership Behaviour	Teacher Commitment
Prin. Ethical Communication Leadership Behaviour	Pearson Correlation	1	.518**
	Sig. (2-tailed)		.000
	N	694	694
Teacher Commitment	Pearson Correlation	.518**	1
	Sig. (2-tailed)	.000	
	N	694	694

**. Correlation is significant at the 0.05 level (2-tailed).

Research Question 5
CORRELATIONS /VARIABLES=PECOLB TeacherCommitment /PRINT=TWOTAIL NOSIG/STATISTICS DESCRIPTIVES/MISSING=PAIRWISE.

Descriptive Statistics

	Mean	Std. Deviation	N
Prin. Ethical Collaborative Leadership Behaviour	43.3876	5.66969	694
Teacher Commitment	47.4121	4.10542	694

Correlations

		Prin. Ethical Collaborative Leadership Behaviour	Teacher Commitment
Prin. Ethical Collaborative	Pearson Correlation	1	.526**

Leadership	Sig. (2-tailed)		.000
Behaviour	N	694	694
Teacher Commitment	Pearson Correlation	.526**	1
	Sig. (2-tailed)	.000	
	N	694	694

**. Correlation is significant at the 0.05 level (2-tailed).

Research Question 6
CORRELATIONS /VARIABLES=PEALB TeacherCommitment /PRINT=TWOTAIL N OSIG/STATISTICS DESCRIPTIVES /MISSING=PAIRWISE.

Descriptive Statistics

	Mean	Std. Deviation	N
Prin. Ethical Accountability Leadership Behaviour	45.5245	7.60279	694
Teacher Commitment	47.4121	4.10542	694

Correlations

		Prin. Ethical Accountability Leadership Behaviour	Teacher Commitment
Prin. Ethical Accountability Leadership Behaviour	Pearson Correlation	1	.593**
	Sig. (2-tailed)		.000
	N	694	694
Teacher Commitment	Pearson Correlation	.593**	1
	Sig. (2-tailed)	.000	
	N	694	694

**. Correlation is significant at the 0.05 level (2-tailed).

Research Question 7

REGRESSION /MISSING LISTWISE/STATISTICS COEFF OUTS CI R ANOVA/CRIT ERIA=PIN(.05) POUT(.10)/NOORIGIN/DEPENDENT TeacherCommitment/METHOD= ENTER PEILB PEDMLB PEISLB PECLB PECOLB PEALB

Regression
[DataSet1] C:\Users\ADMIN\Documents\LIBRARY\CHIDI ANALYSES\TC MAMA ANALY SES\SPSS DATA.sav

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	Prin. Ethical Accountability Leadership Behaviour, Prin. Ethical Communication Leadership Behaviour, Prin. Ethical Instru. Leadership Behaviour, Prin. Ethical Collaborative Leadership Behaviour, Prin. Ethical Instruc. Supervi. Leadership Behaviour, Prin. Ethical Decison Making Leadership Behaviour[a]	.	Enter

a. All requested variables entered.

b. Dependent Variable: Teacher Commitment

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.837[a]	.700	.697	2.25841

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8176.154	6	1362.692	267.173	.000[a]
	Residual	3503.984	687	5.100		
	Total	11680.138	693			

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			95% Confidence Interval for B	
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound
1	(Constant)	13.385	1.183		11.318	.000	11.063	15.706
	Prin. Ethical Instru. Leadership Behaviour	-.374	.049	-.508	-7.619	.000	-.471	-.278
	Prin. Ethical Decison Making Leadership Behaviour	.606	.081	.791	7.469	.000	.446	.765
	Prin. Ethical Instruc. Supervi. Leadership Behaviour	-.336	.048	-.539	-6.971	.000	-.431	-.241
	Prin. Ethical Communication Leadership Behaviour	.397	.037	.534	10.829	.000	.325	.469
	Prin. Ethical Collaborative Leadership Behaviour	.662	.054	.863	12.221	.000	.556	.769
	Prin. Ethical Accountability Leadership Behaviour	-.220	.059	-.408	-3.723	.000	-.336	-.104

a. Dependent Variable: Teacher Commitment

APPENDIX H

t-test STATISTICS FOR SIGNIFICANCE OF CORRELATION COEFFICIENTS

$$t = r \sqrt{\frac{n-2}{1-r^2}}$$

HYPO 1

$$t = 0.599 \sqrt{\frac{694-2}{1-0.599^2}} = 19.68$$

HYPO 2

$$t = 0.641 \sqrt{\frac{694-2}{1-0.643^2}} = 22.48$$

HYPO 3

$$t = 0.531 \sqrt{\frac{694-2}{1-0.531^2}} = 16.48$$

HYPO 4

$$t = 0.518 \sqrt{\frac{694-2}{1-0.518^2}} = 15.93$$

HYPO 5

$$t = 0.526 \sqrt{\frac{694-2}{1-0.526^2}} = 16.27$$

HYPO 6

$$t = 0.593 \sqrt{\frac{694-2}{1-0.593^2}} = 19.37$$

HYPO 7

REGRESSION
/MISSING LISTWISE/STATISTICS COEFF OUTS CI R ANOVA
/CRITERIA=PIN(.05) POUT(.10) /NOORIGIN/DEPENDENT TeacherCommitment
/METHOD=ENTER PEILB PEDMLB PEISLB PECLB PECOLB PEALB.

Regression
[DataSet1] C:\Users\ADMIN\Documents\LIBRARY\CHIDI ANALYSES\TC MAMA ANALY
SES\SPSS DATA.sav

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	Prin. Ethical Accountability Leadership Behaviour, Prin. Ethical Communication Leadership Behaviour, Prin. Ethical Instru. Leadership Behaviour, Prin. Ethical Collaborative Leadership Behaviour, Prin. Ethical Instruc. Supervi. Leadership Behaviour, Prin. Ethical Decison Making Leadership Behaviour[a]		.Enter

a. All requested variables entered.

b. Dependent Variable: Teacher Commitment

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.837[a]	.700	.697	2.25841

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8176.154	6	1362.692	267.173	.000[a]
	Residual	3503.984	687	5.100		
	Total	11680.138	693			

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			95% Confidence Interval for B	
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound
1	(Constant)	13.385	1.183		11.318	.000	11.063	15.706
	Prin. Ethical Instru. Leadership Behaviour	-.374	.049	-.508	-7.619	.000	-.471	-.278
	Prin. Ethical Decison Making Leadership Behaviour	.606	.081	.791	7.469	.000	.446	.765
	Prin. Ethical Instruc. Supervi. Leadership Behaviour	-.336	.048	-.539	-6.971	.000	-.431	-.241
	Prin. Ethical Communication Leadership Behaviour	.397	.037	.534	10.829	.000	.325	.469
	Prin. Ethical Collaborative Leadership Behaviour	.662	.054	.863	12.221	.000	.556	.769
	Prin. Ethical Accountability Leadership Behaviour	-.220	.059	-.408	-3.723	.000	-.336	-.104

a. Dependent Variable: Teacher Commitment

APPENDIX I

MAP OF DELTA STATE SHOWING THE LOCAL GOVERNMENT AREAS

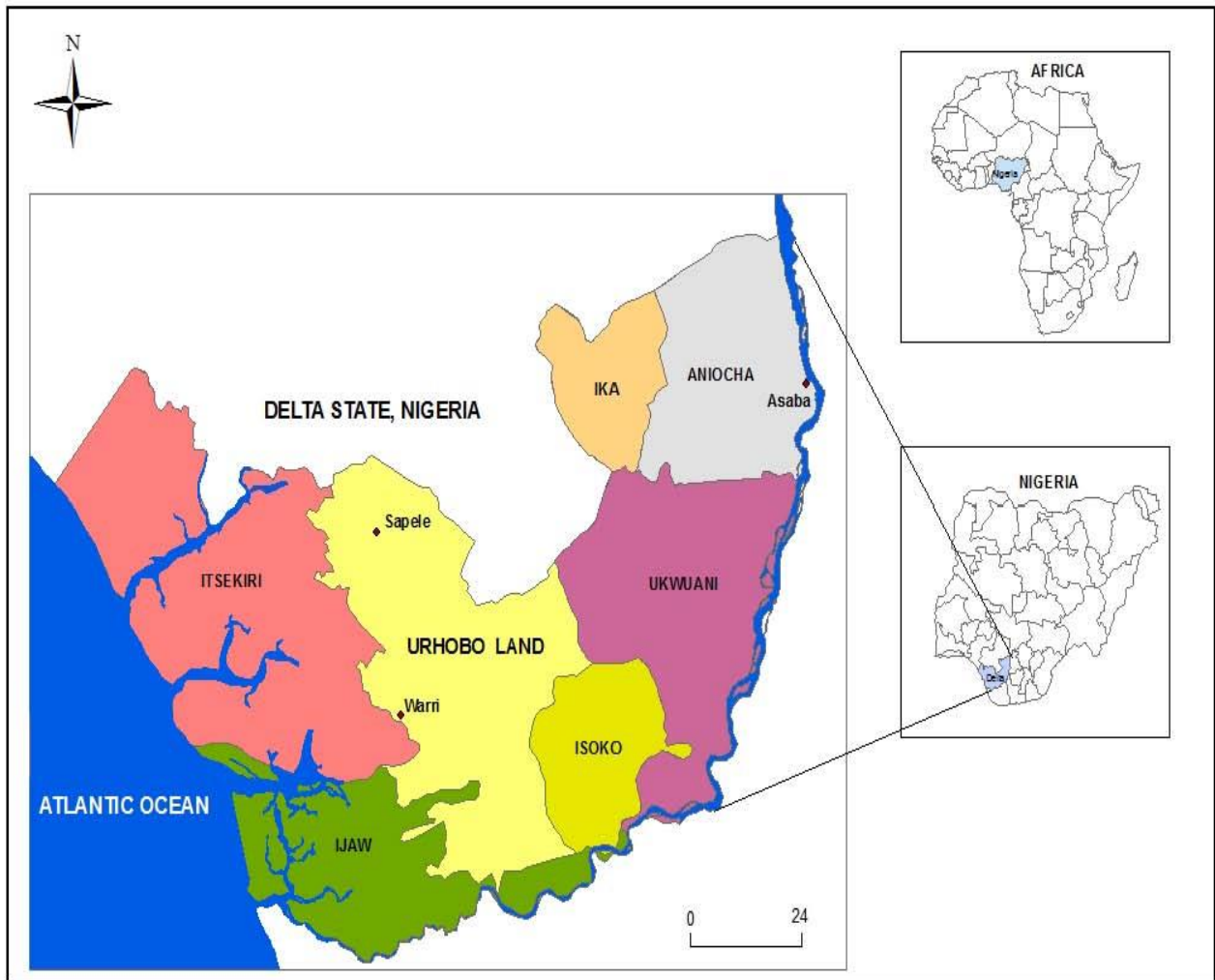*Retrieved from: http://theeagleonline.com.ng/wp-content/uploads/2013/06/Map-of-Delta-State.jpg*

APPENDIX J

MAP OF DELTA STATE INDICATING THE DIFFERENT CULTURAL BACKGROUNDS

A Map of Delta State, Nigeria, Showing Urhoboland
and Other Ethnic Nationalities

Map drawn by Professor Francis Odemerho, Southern Illinois University, Edwardsville, USA

Copyright: Urhobo Historical Society 2008