International Journal of Innovative Social Sciences & Humanities Research 12(1):86-98, Jan.-Mar., 2024

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Principals Ethical Leadership Behaviour On Administration Of Public Secondary Schools For Goals Attainment In Rivers State

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ABSTRACT
The study examined Principals ethical leadership behaviour on administration of public secondary schools for goals attainment in Rivers State. The study adopted a descriptive survey design, three (3) research questions were posed to guide the study and three (3) null hypotheses was tested at 0.05 level of significance. The population of the study consists of 63 (Sixty three) principal in Rivers State. The entire population of 63 (Sixty three) principals were used as sample for the study. The study adopted a census sampling technique for this study. The instrument for data collection was a self-structured questionnaire titled "Principals ethical leadership behaviour on administration of public secondary schools for goals attainment questionnaire. The instrument adopted a modified four point Likert scale of Very high extent to very low extnet. The researchers distributed 63 copies of the questionnaire, which 62 was retrieved from respondents. Cronbach Alpha reliability co-efficient method was used for reliability test which yielded reliability co-efficient of 0.67, 0.71 and 0.81. Mean and standard deviation were used to analyze the research questions while z-test was used to test the hypotheses. Findings revealed that principal adopts effective style in decision making which improves teachers work in school. Principal ensures that teachers show good knowledge of the subject matter. It was concluded that principal conveys genuine respect as a way of enabling teachers maintain a feeling of integrity and personal control. Based on the findings, conclusions were made and recommendations made that Secondary school principals should constantly display ethical leadership behaviour in the discharge of their administrative functions. This will help create a positive school climate which is an essential component for school goal attainment.

Keywords: Principals 'ethical decision making, principals' ethical instruction supervisory, principals' ethical communication leadership behaviour

INTRODUCTION

Education is the key to human and capital development and the key to national development. Education is seen as an important means of transmitting the skills and knowledge needed by individuals to participate in the society. It is also required in the contribution to the development of a country's economic, political and social development. In the secondary school level of education, the principal is the head. It is also the responsibility of the principals to provide the appropriate leadership practices which entails effective administration of the Secondary education. The Secondary Education's Broad

goals of preparing people for useful living in the society and for higher education have made it imperative that it should among others, supply trained manpower, inspire its students with the desire for self-improvement and achievement of excellence, raise the generation of people who can think for themselves, respect the view and feelings of others and respect the dignity of labour (FRN, 2004). The principal is the leader and gives the necessary leadership functions for the achievement of educational goals. The principal as the leader is responsible for all that happens in the school.

The principal behaviour is expected to be guided by ethical principles as indicated by the National Association of School Psychologists (NASP) (2010) and they include: respecting the dignity and rights of all persons, showcasing professional competence and responsibility, fostering honesty and integrity in professional relations, showcasing responsibility and commitment to school, families, community and the society, maintaining professionalism, among others. As ethical leaders guided by ethical principles, school principals should be good role models for their staff by displaying ethical behaviours themselves first. This will enable their staff to adopt ethical values and norms more easily (Eskender, 2015; Sarıkaya & Erdoğan, 2016).

Principal is someone that shows the way or influences someone or people to do things or think in a particular way or to contribute voluntarily to the achievement of group tasks in a given situation, Eskender, 2015. 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, 2017). Akpakwu (2017) sees the principal as the single administrative and academic head, who is responsible for the operation of the school. The principal carries out administrative and instructional functions in the school.

School leadership entails doing the right things always and maintaining them. Organizations have core values as their basic beliefs of a person, or institution like the secondary schools. Leadership is a major factor in the success or failure of school organization. It is a function of fellowship and followership. The school administrator as a leader is given the responsibility of coordinating and directing the activities of the school towards accomplishing set goals. Leadership according to Stogdill (1950) as cited in Abraham (2017) is "the process of influencing the activities of an organized group toward goal setting and goal achievement".

Ethical leadership is perceived to be a role modelling leadership, enabling people to do the right thing by asking the right questions (Freeman & Stewart, 2016). Downe, Cowell and Morgan (2016) perceive ethical leadership practices to emanate either from the nature and behavior of the leader as a person, encouraging emulation, or from the systems and practices that they set up to regulate conduct on their behalf. Northhouse (2016) identifies the cardinal principles and indicators of ethical leadership as: respect for others; service to others; justice for others; honesty towards others; and building community. Ethical leadership is positively linked with favorable employees' outcomes including being effective positive attitudes and behavior, and in diminution of undesirable deviance and turnover intention (Chen & Hou, 2016; Ng & Feldman, 2015).

Principal's leadership practices are directly related to interaction between teachers and students, decision making, teaching and learning, and the entire administration of the school administrators ensure that the aim and objectives of establishing the institution is achieved. School goal attainment is geared towards ensuring quality output. Principals need to provide the appropriate leadership practices that will help them realize or attain this goal. Principals' ethical leadership behaviours which includes, three ideas. Principals' ethical instructional leadership behaviour according to Akpakwu (2016) focuses attention on principals' conducts towards planning and improving instructional activities in the school, provision of resources for teachers, teacher evaluation, group dynamics - working with groups, and utilizing various supervisory techniques to ensure that instructional objectives are achieved. Ethical decision making behaviour refers to the process of evaluating and choosing among alternatives in a manner consistent with ethical principles (Akpakwu, 2017).

Principals' ethical decision making behaviour also focuses on principals' ability to utilize a shared decision making process to make sound decisions regarding students and staff that exercise good and rationale judgment. Kochlar (2015) 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 (2017) 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. It is based on this that the researcher investigated Principals ethical leadership behaviour on administration of public secondary schools for goal attainment in Rivers State.

Conceptual Review

Ethical Leadership behaviour

The word ethics according to Omoregbe (2018) 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. 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).

Principal Ethical leadership behaviour can also be defined as leadership that is directed by respect for ethical beliefs and values and for the dignity and rights of others. It is thus related to concepts such as trust, honesty, consideration, charisma and fairness (McQueeny, 2016; Reilly, 2006). The Centre for Ethical Leadership (CEL, 2013) opined that ethical leadership behaviour involves leading in a manner that respects the rights and dignity of others; a concept that is at times in direct conflict with more traditional models of leadership. In the past, the main goal of leadership has been to increase production or productivity and profits. 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).

Principals' Ethical Decision Making Leadership Behaviour

Decision making is one important managerial task of school principals. Decision making as defined by Lussier cited in Akpakwu (2017) is the process of selecting a course of action that will solve a problem. Ethical decision making behaviour refers to the process of evaluating and choosing among alternatives in a manner consistent with ethical principles (Akpakwu, 2017). Principals' ethical decision making behaviour also focuses on principals' ability to utilize a shared decision making process to make sound decisions regarding students and staff that exercise good and rationale judgment. Decisions must be made by principals when they are faced with any problem. Good decisions result in the selection of the appropriate goals and course of actions that increase performance, while bad decisions result in lower or poor performance in educational establishments. The principal must be fair and take other people's views and opinions into consideration when taking decisions affecting teachers in the school (Cherkowski, Walker & Kutsyuruba, 2015). This calls for participatory decision making process in the school.

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.

Principals' Ethical Instructional Supervisory Leadership Behaviour

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

Principals' Ethical Communication Leadership Behaviour

Maintaining effective communication system among students, teachers and other non- teaching staff is one of the important functions of principals in the secondary school. Where effective communication system is highly projected in an organization including the school system then it is possible that the aims, objectives and goals of such organizations will be achieved and likewise enhance good performance. The extent to which a principal establishes and maintains good and effective communication flow using ethical standards, to that extent he is able to accomplish his set goals. Failure to appropriately communicate leads to poor teacher commitment and friction between workers or subsystems, with organizational failure as the resultant effects. Any administrator or principal who wishes to avoid a disappointing situation, conflicts or disorder must have to ethically communicate with staff as it is the epitome of effective school administration. Communication as defined by Udeozor (2014) as the act of passing relevant information to the person who needs to know, or who, is in a position to use that information because it affects his work. It involves the means and process of transmitting message, ideas and information from one individual to another and also among members in a group. Communication is the unifying means by which organization members are linked together to achieve a central purpose and objective. Communication helps to link all the various organization activities and however the performance of all functions of the principal such as planning, organizing, directing, controlling and coordinating depends on effective system of communication. All organization leaders should device means or way of communicating with subordinates for effective communication. However a broken down communication ignites mutual distrust, suspicions, resentment, gossips, insecurity and fear (Udeozor, 2014). According to Ärlestig (2018), communication is a multidimensional process which requires frequent use of dialogues and conversations in the school organization.

Statement of Problems

The primary objective of every principal is to administer his school in such a way that the educational objectives are achieved. The principal as chief custodian of all administrative, academic and extra-

curricular activities in the school must endeavour to perform the functions of managing the staff - teaching and non-teaching, students and facilities in order to achieve instructional goals and quality education. The ethical leadership behaviours exhibited by principals in form of their ethical instructional leadership behaviour, ethical decision making leadership behaviour, ethical instructional supervisory leadership behaviour, among others, must be acceptable to the teachers. A significant challenge for principals is to identify the situations in their schools, such as school culture, how it affects the students and the type of leadership behaviors principals adopt in order to choose a path for the improvement of the schools. The principal is the critical person when it comes to efforts to improve the quality of the school. Since a school is known to be an instrument of change and reform in the society, the principal is pivotal in driving reforms and changes (Uyanga, 2018). This responsibility is very obligatory and principals are expected to be the catalysts for change and deploying managerial skills for implementing change within the school. Thus, the principal is the key supporting agent for change to achieve success in the school.

It is against this backdrop that this study examine Principals ethical leadership behaviour on administration of public secondary schools for goal attainment in Rivers State..

Purpose of the Study

The purpose of this study was to examine Principals ethical leadership behaviour on administration of public secondary schools for goal attainment in Rivers State. Specifically, the objectives are to:

1. examine the extent to which principals‘ ethical decision making leadership behaviour enhance administration of public secondary schools for goal attainment in Rivers State
2. examine the extent to which principals‘ ethical instruction supervisory leadership behaviour enhance administration of public secondary schools for goal attainment in Rivers State
3. examine the extent to which principals‘ ethical communication leadership behaviour enhance administration of public secondary schools for goal attainment in Rivers State

Research question

1. To what extent does principals’ ethical decision making leadership behaviour enhance administration of public secondary schools for goal attainment in Rivers State?
2. To what extent does principals’ ethical instruction supervisory leadership behaviour enhance administration of public secondary schools for goal attainment in Rivers State?
3. To what extent does principals’ ethical communication leadership behaviour enhance administration of public secondary schools for goal attainment in Rivers State?

Hypotheses

The following hypotheses formulated were tested at 0.05 levels of significance:

H_{01}: There is no significant difference in the mean responses of male and Female Principal on the extent to which principals‘ ethical decision making leadership behaviour enhance administration of public secondary schools for goal attainment in Rivers State

H_{02}: There is no significant difference in the mean responses of male and Female Principal on the extent to which principals ‘ethical instruction supervisory leadership behaviour enhance administration of public secondary schools for goal attainment in Rivers State?

H_{03}: There is no significant difference in the mean responses of male and Female Principal on the extent to which principals’ ethical communication leadership behaviour enhance administration of public secondary schools for goal attainment in Rivers State?

METHODS

The study adopted a descriptive survey design. The population of the study consists of 63 Principal in Rivers State. The entire population of 63 principal was used as the sample size using census sampling techniques. An instrument titled Principals ethical leadership behaviour on administration of public secondary schools for goal attainment questionnaire (PELBAGAQ) was used for data collection. The instrument contains 15 items and designed to elicit information from research questions. It is patterned according to modified likert scale of Very High Extent (VHE), High Extent (HE), Low extent (LE) and Very High Extent (VHE). Validity of instrument was face and content, validated by the lecturers.

Cronbach Alpha Reliability Coefficient method was used to test the reliability of the items and a reliability coefficient at 0.67, 0.71 and 0.81 was obtained. The researchers personally distributed the 63 copies of the questionnaire and 63 was retrieved from respondents. The data were collated using the mean and standard deviation to answer the research questions while the z-test was used to test the hypotheses at 0.05 significant level.

RESULTS

Research Question 1 *To what extent does principals 'ethical decision making leadership behaviour enhance administration of public secondary schools for goal attainment in Rivers State?*

Table 1: Mean and Standard Deviation on principals 'ethical decision making leadership behaviour enhance administration of public secondary schools for goal attainment in Rivers State (N = 63)

S/N	Item Statements	Male Principal = 24			Female Principal = 39		
		$\bar{x}$		Remarks	$\bar{x}$	SD	Remarks
1	Integrity in creating an enabling environment where teachers value each other's ideas	3.50	0.82	High Extent	3.31	0.85	High Extent
2	Honestly models and promotes open and inclusive dialogue	3.17	0.90	High Extent	3.38	0.95	High Extent
3	Accepts teachers professional judgements' and decisions in the school	3.04	1.14	High Extent	3.03	1.07	High Extent
4	Supportive in allowing teachers implement decisions unanimously taken at meetings without procrastinating	2.71	1.14	High Extent	3.13	0.82	High Extent
5	Adopts effective style in decision making improves teachers work in school	3.63	0.81	High Extent	3.54	0.75	High Extent
	Total Mean	**16.05**	**4.81**		**16.39**	**4.44**	
	Grand Mean & SD =	**3.21**	**0.96**		**3.27**	**0.88**	

Source: Field Survey, (2023)

Table 1 which was for research question one showed that all the items were accepted. The respondents agreed that principal adopts effective style in decision making which improves teachers work in school. The confirmation was made with a grand mean of 3.21 and standard deviation of 0.96 for male principal while that of female principal were 3.27 and 0.88 for mean and standard deviation.

Research Question 2: *To what extent does principals 'ethical instruction supervisory leadership behaviour enhance administration of public secondary schools for goal attainment in Rivers State?*

Table 2: Mean and Standard Deviation on principals 'ethical instruction supervisory leadership behaviour enhance administration of public secondary schools for goal attainment in Rivers State (N = 63)

		Male Principal = 24			Female Principal = 39		
S/N	**Item Statements**	$\bar{x}$	**SD**	**Remarks**	$\bar{x}$	**SD**	**Remarks**
6	Ensures that teachers show good knowledge of the subject matter	3.17	0.85	High Extent	2.87	1.14	High Extent
7	Competent in ensuring that teachers conduct effective and up-to-date assessment for reinforcing students learning	3.42	0.81	High Extent	3.21	0.99	High Extent
8	Engages teachers in workshops and seminars as a way of boosting their efficiency	2.92	1.15	High Extent	3.62	0.80	High Extent
9	Reliable in monitoring and observing classroom instruction regularly	2.67	1.11	High Extent	3.56	0.74	High Extent
10	Sincere in applying the principles guiding effective instructional supervision for improving teachers performance	3.08	1.08	High Extent	3.26	0.84	High Extent
	Total Mean =	**15.26**	**5.00**		**16.52**	**4.51**	
	Grand Mean & SD =	**3.05**	**1.00**		**3.30**	**0.90**	

Source: Field Survey, (2023)

Table 2 which were for research question two showed that all the items were accepted. The respondents agreed that Principal ensures that teachers show good knowledge of the subject matter. Competent in ensuring that teachers conduct effective and up-to-date assessment for reinforcing students learning. The confirmation was made with a grand mean of 3.05 and 1.00 while standard deviation of 3.30 and 0.90 for both male and female principal.

Research Question 3: *To what extent does principals 'ethical communication leadership behaviour enhance administration of public secondary schools for goal attainment in Rivers State?*

Table 3: Mean and Standard Deviation on principals 'ethical communication leadership behaviour enhance administration of public secondary schools for goal attainment in Rivers State (N = 63)

S/N	Item Statements	Male Principal = 24			Female Principal = 39		
		$\bar{x}$	SD	Remarks	$\bar{x}$	SD	Remarks
11	Convey empathy and warmth when communicating to staff and students	3.58	0.81	High Extent	2.90	1.10	High Extent
12	Conveys genuine respect as a way of enabling teachers maintain a feeling of integrity and personal control	3.79	0.50	High Extent	3.62	0.70	High Extent
13	Always express issues clearly in concise language when communicating to teachers	3.33	0.85	High Extent	3.10	0.93	High Extent
14	Willing to use telephones to communicate and reach out to teachers on urgent matters that need immediate response and attention	2.92	1.11	High Extent	3.38	0.89	High Extent
15	Uses effective communication mode and channels in order to prevent distrust among teachers	2.58	1.22	High Extent	3.05	0.99	High Extent
	Total Mean	**16.2**	**4.49**		**16.05**	**4.61**	
	Grand Mean & SD =	**3.24**	**0.89**		**3.21**	**0.92**	

Source: Field Survey, (2023)

Table 4.3 which was for research question three showed that all the items were accepted. The respondents agreed that principal conveys genuine respect as a way of enabling teachers maintain a feeling of integrity and personal control. The confirmation was made with a grand mean of 3.24 and 3.21 and standard deviation of 0.89 and 0.92 as responses of the respondents on both male and female Principal

Test of Hypotheses

Hypothesis 1: There is no significant difference in the mean responses of male and Female Principal on the extent to which principals' ethical decision making leadership behaviour enhance administration of public secondary schools for goal attainment in Rivers State

Table 4: t-test Analysis of the Difference between male and Female Principal on the extent to which principals' ethical decision making leadership behaviour enhance administration of public secondary schools for goal attainment in Rivers State.

Respondents	N	$\bar{x}$	SD	Std Error	Df	α	t-cal	t-crit	Decision
Male	24	3.21	0.96						
				0.058	61	0.05	0.25	1.96	Accepted
Female	39	3.27	0.88						

Source: Field Survey, (2023)

Table 4, the t–calculated value of 0.25 is less than t–critical value of 1.96 at 0.05 levels of significance and 61 degree of freedom. The null hypothesis is accepted. Indicating there is no significant difference in the mean responses of male and Female Principal on the extent to which principals' ethical decision making leadership behaviour enhance administration of public secondary schools for goal attainment in Rivers State**.**

Hypothesis 2: There is no significant difference in the mean responses of male and Female Principal on the extent to which principals 'ethical instruction supervisory leadership behaviour enhance administration of public secondary schools for goal attainment in Rivers State

Table 5: t-test Analysis of the Difference between male and Female Principal on the extent to which principals 'ethical instruction supervisory leadership behaviour enhance administration of public secondary schools for goal attainment in Rivers State

Respondents	N	$\bar{x}$	SD	Std Error	Df	A	t-cal	t-crit	Decision
Male	24	3.05	1.00						
				0.062	61	0.05	1.04	1.96	Accepted
Female	39	3.30	0.90						

Source: Field Survey, (2023)

Table 5, the t–calculated value of 1.04 is less than t–critical value of 1.96 at 0.05 levels of significance and 61 degree of freedom. The null hypothesis is therefore accepted. Indicating there is no significant difference in the mean responses of male and Female Principal on the extent to which principals 'ethical instruction supervisory leadership behaviour enhance administration of public secondary schools for goal attainment in Rivers State

Hypothesis 3: There is no significant difference in the mean responses of male and Female Principal on the extent to which pr principals 'ethical communication leadership behaviour enhance administration of public secondary schools for goal attainment in Rivers State

Table 6: t-test Analysis of Difference between male and Female Principal on the extent to which pr principals 'ethical communication leadership behaviour enhance administration of public secondary schools for goal attainment in Rivers State.

Respondents	N	$\bar{x}$	SD	Std. Error	Df	α	t-cal	t-crit	Decision
Male	24	3.24	0.89						
				0.054	61	0.05	0.13	1.96	Accepted
Female	39	3.21	0.92						

Source: Field Survey, (2023)

Table 6, the t–calculated value of 0.13 is less than t–critical value of 1.96 at 0.05 levels of significance and 61 degrees of freedom. The null hypothesis is accepted. Indicating there is no significant difference in the mean responses of male and Female Principal on the extent to which pr principals 'ethical communication leadership behaviour enhance administration of public secondary schools for goal attainment in Rivers State.

DISCUSSION

Based on the findings it was reviewed that principals did not apply much of the ethical principles or rules in their decision making. The ethical decision making leadership behaviour which impacted positively on administration for goal attainment were not much found and experienced in many of the secondary schools. The result of the first hypotheses shows that there is no significant difference in the mean responses of male and Female Principal on the extent to which principals' ethical decision making leadership behaviour enhance administration of public secondary schools for goal attainment in Rivers State. The finding of this present study supports that of Blasé and Blasé (2000) opined that 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.

Findings in questions shows that principals in secondary schools put together applied the ethical principles or rules in their instructional supervision. The result of the second hypotheses shows that there is no significant difference in the mean responses of male and Female Principal on the extent to which principals 'ethical instruction supervisory leadership behaviour enhance administration of public secondary schools for goal attainment in Rivers State. Alimi and Akinfolarin (2017) opined that Principals' instruction supervisory behaviour assists school heads to improve classroom instructions. In essence, a principal that demonstrates ethical instruction supervisory leadership behaviour is one who is hardworking, have accurate knowledge of what goes on in the school and are interested in teachers' classroom instructional delivery. The principal is approachable, kind, considerate and willing to take advantage of teachers' special skills (Makokha, 2015). The studies of Okolo (2015), Sule, Ameh and Egbai (2015) and Onuma (2016) found that there was a significant high positive relationship between instruction supervisory practice of classroom observation, checking of teachers' lesson notes and preparation, monitoring of teachers' attendance and teacher effectiveness/performance. Igbo (2002) confirmed that the quality of students learning was directly related to the quality of classroom instruction which is determined through teacher commitment and instructional supervision. Ensley (2014) study found that leadership role performed by principals showed high level of instruction leadership responsibilities in instruction supervision in the school.

Finding of the study for research question indicates that principals in 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 administration was not experienced in many of the secondary schools. The result of the third hypotheses shows that there is no significant difference in the mean responses of male and Female Principal on the extent to which pr principals 'ethical communication leadership behaviour enhance administration of public secondary schools for goal attainment in Rivers State. Crawford-Patterson (2008) supporting the above finding, also discovered that principals' communication practices positively related and influenced the school improvement work. Arlestig (2008) on communication between principals and teachers in successful schools found that leadership communication in schools is related to everyday activities of teachers and individual students' work. In successful schools, principals and teachers communicated more frequently about issues related to teaching and learning. These principals made more classroom visits and provided more frequently feedback on teachers' professional role. Ensley (2014) found that leadership role performed by principals showed high level of instructional leadership responsibilities in communication networks in the school. Principals that demonstrate ethical communication leadership behaviour recognize the importance of good communication and communicate effectively with teachers in the school organization (Kline, 2000; Arlestig, 2008). Miles, Castrence and Fox (2006) confirmed that for efficiency in the school organization,

principals as facilitators must demonstrate such ethics like valuing transparency, valuing flexibility, and valuing diversity while communicating to staff. Aspects of principals' ethical communication leadership behaviour that positively relates to teachers' commitment according to Kline (2000) and Arlestig (2008) includes treating teachers with respect and sensitivity to their rights and duties, compassionate in talking with teachers as a way of showing a good listener who avoids 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.

CONCLUSION

It was concluded that effective style in decision making improves teachers work in school. Principal ensures that teachers show good knowledge of the subject matter. Principals conduct effective and up-to-date assessment for reinforcing students learning. Finally, it was concluded that principal conveys genuine respect as a way of enabling teachers maintain a feeling of integrity and personal control.

RECOMMENDATIONS

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

1. Secondary school principals should constantly display ethical leadership behaviour in the discharge of their administrative functions. This will help create a positive school climate which is an essential component for school goal attainment.
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' in secondary schools.
3. 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.

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