

## **Ethical Leadership and Worker Performance in Selected Secondary Schools in Yenagoa**

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### **Abstract**

*Ethical mindedness is the framework from which we base our decisions and justify our actions, which in turn add value to organizations as well as our society. Ethics are the principles of right and wrong that are accepted by an individual, a social group, or society as a whole. A clear cut ethical standard is the first step towards implementing ethical leadership practices, enacting the acceptable behavior a leader wishes to exhibit, promote activities that are considered acceptable, and prohibit unacceptable behavior in the workplace environment. Hence, worker performance is still less satisfactory than the expected standards and consequences have in turn posed a threat on the quality of education offered by the schools and service delivery. In order to improve efficiency, the objectives of this study assess the relationship between Ethical Leadership and worker performance in selected secondary schools. Samples of three hundred and forty respondents were chosen from four selected secondary schools to take part in the study. A 12 – item structured questionnaire was used to collect data. The results of the study were analyzed using both descriptive and inferential statistical tools. The analysis revealed that there is a significant effect of ethical leadership and workers performance. Specifically, there is a significant relationship between office code of conduct and efficient teaching ability, leader ethical standard on work productivity of academic members in secondary school. It was therefore recommended that there is need to recognize and acknowledge usefulness for policy makers and administrators to strengthen and revise the code of conduct for teachers and develop a clear promotion criteria that recognizes teaching, service and academic qualifications, experience, and to enforce business ethics training programs and policy to improve worker performance. Also, all workers shall be encouraged through training and promotion to develop their potential and enhance their efficiency on the job.*

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**Key words:** *Ethical leadership, workers performance, code of conduct, ethical standards.*

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### **Introduction**

Ethics is the systematic approach to set of principles used to decide what is right or wrong (Thomas, 2002). Within an organization, ethics refer to a normative framework for determining right or wrong, or to a much broader definition based on organizational values and culture, which is often referred to as morality (Paine, 2003). It is in this regard that good leaders are required to possess sound management ethical characteristics such as self confidence, strong communication and management skills, creative and innovation thinking , perseverance in the face of failure, willingness to take risk , openness to change and levelheadedness and re-activeness in times of crisis. Hence, ethical leadership is a demonstration of normatively appropriate conduct to followers through two-way communication, reinforcement, and decision-making (Brown, Trevino and Harrison, 2005). In proposing the theory of ethical leadership, Brown (2005) suggested that ethical leadership behavior plays an important role in promoting enhanced employee attitudes and behaviors. Ethical leadership is a very developing concept that is becoming more interesting for researchers. Ethical leaders are people-oriented, they show moral behavior and try to create an ethical climate in the organization (Brown and Trevino, 2006; Kanungo, 2001). At the moment, there is little empirical evidence about ethical leadership (De Hoongh and Den Hartog, in Press). What the characteristics of an ethical leader are the effects of ethical leadership are interesting questions to investigate. In this research, the main focus will be on the ethical leadership and worker performance in selected public secondary schools in. We will be researching whether workers who have an ethical leader are more flexible and more willing to do extra work and help colleagues. There is also a number of personal characteristics that are related to ethical leadership (Brown and Trevino, 2006; Kalshoven , Den Harton , and DenHoogh, 2011). Ethical leaders are thought to be honest and trustworthy. They care about people and the broader society, and behave ethically in their personal and professional lives (Brown and Trevino, 2006). Research on low ethical leadership also strengthens the importance of ethical leadership in practice. Low ethical leaders, for example are identified as one of the main factors resulting in counterproductive work behavior (Tepper, Carr, Breaux, Geider, Hu and Hua, 2009; Thau, Bennett, Mitchell and Marrs, 2009). Furthermore, leaders who act in low ethical ways can undermine the follower's motivation to engage in productive activities (Stouten, 2013). All in all, ethical leadership is perceived very positively throughout literature and practice.. For this reason, the goal of this paper is to establish the effect ethical leadership will have employee performance in the work place. Stouten and Colleagues (2013) identified that leaders who act in high ethical ways can also influence the follower's motivation to engage in productive earn devours. Therefore, the goal of this paper is to introduce and explain the theoretical background of the main variables and elaborate on each hypothesis. Then the results will be presented, followed by the discussion, the theoretical and practical implications. At the end, the conclusion will sum up the newly investigated findings.

## **STATEMENT OF THE PROBLEM**

In the present day business environment, characterized by a faster communication system, managers of a firm cannot afford to engage in unethical practices because of its detrimental effect it can have on a firm but also the negative publicity that will create and the consequent effect on the value. A critical issue in many organizations is practicing ethical leadership from the top management is not on its effect on the firm's value but also on its employees because unethical leadership might have negative effect on employee job satisfaction and performance. Therefore, an association's authority is viewed as a central point that has an unquestionable

impact on representative execution in any sort of association (Ogbonna and Harris, 2000). In any case, how representatives perform under various types of authority has been a state of conflict among scientists and researcher alike (Gadiot, 2006). Concentrates on have that representative execution increments under an extraverted administration when workers are uninvolved and if representatives are proactive result will be inverse (Grant et al., 2011).

## **OBJECTIVES OF STUDY**

The primary objective of this paper is to determine the effect of ethical leadership on worker performance in secondary schools in Bayelsa State. However, the specific objectives are:

1. To determine the effect of leader focus on team building of quality of work of workers in secondary schools in Yenagoa.
2. To evaluate the effect of code of conduct on efficient teaching ability of workers in secondary schools.
3. To ascertain the effect of leader ethical standard and worker productivity in secondary schools.

## **RESEARCH QUESTIONS**

This research sought to answer the following questions:

1. What is the effect of leader focus on team building on quality of workers in secondary school in Yenagoa?
2. What is the effect of code of conduct on efficient teaching ability of workers in secondary schools?
3. What is the effect of leader ethical standard and worker productivity in secondary schools?

## **RESEARCH HYPOTHESIS**

Then study was guided by the following research hypothesis:

**HO1:** there is no significant effect of leader focused on team building on quality of work.

**HO2:** there is no significant effect of code of conduct on efficient teaching ability of workers in secondary schools.

**HO3:** there is no significant effect leader ethical standard on worker productivity.

## **SIGNIFICANCE OF STUDY**

The study could help public secondary schools in Yenagoa identify ethic that may be positive otherwise affecting the performance of academic staff in public secondary schools and hence be in position to adjust to ethics that are in their power to adjust to positively enhance the performance of staff in the secondary school. The research finding can also be an individual information base for the heads of department, principals of secondary schools to revise and

improve policies on ethical standard and promotion opportunities for the improvement of teacher's job performance.

## **THE CONCEPT OF ETHICAL LEADERSHIP**

Leadership is defined as a process whereby an individual influences a group of individuals to achieve a common goal (Northouse, 2007). Theoretically, there are three basic ways to explain how people become leaders: the trait leadership theory, the great event theory and the process leadership (Bass, 2000). Trait theory is a situation where some personality traits may lead people naturally into leadership roles. A crisis or important event may cause a person to rise to the occasion, which brings out extraordinary leadership qualities in an ordinary person; this is the Great Events Theory. The process theory is a situation when leadership skills are learnt. According to Burns (2002), the leadership process occurs in one two ways, either transformational or transactional. Transformational leadership is concerned with developing a vision that informs and expresses the organization's mission and lays the foundation for the organization's strategies, policies and procedures. The transformation leader uses strategies and techniques to empower the followers, enhance their self-efficacy and change their values, norms and attitudes, which are consistent with the leader's vision. Transformational leadership style seeks to improve the condition of the followers in order to effectively and efficiently achieve the goals of the organization. The organizational leader uses four forms of behaviour; inspirational motivation, individualized consideration, idealized influence and intellectual stimulation. Bass and Steidlmeier (2001) argue that leaders may be authentic transformational and pseudo transformational. Pseudo transformational leaders are self centered, unreliable, power-hungry, and manipulative. Authentic transformational leaders have a moral character, a strong concern for self and others, and ethical values which are deeply embedded in the vision. However, a transactional leader is concerned with the allocation of resources, monitoring, and directing followers to achieve a given task. The transactional leader influences followers through the use of rewards, sanctions and formal authority or position to induce followers' compliance behavior. The transactional leader presumes that the worker will not do anything except for a transaction in which the payment for service is large enough to motivate the worker to perform. In transactional leadership style, the worker does nothing out of a sense of loyalty and selflessness toward the organization but only acts as a means of gaining payment. Brown, Trevino and Harrison (2005:120) have defined ethical leadership as "the demonstration of normatively appropriate conduct to followers through two-way communication, reinforcement and decision-making".

The definition suggests that ethical leader can set the example for other and withstand any temptation that may occur along the way. The importance of good character and the right values, the reality of ethical leadership is far more complex and the stakes are much higher. In a similar vein, Freeman and Stewart, (2006) describe an ethical leader as person with "right values" and "strong character", that set examples for others and withstand temptations. Ethical leaders are stakeholders in organizations, striving to achieve the purpose, vision and value of his realm without compromising self-interest. Ethical leaders embody the purpose, vision and values of the organization and the constituents, within an understanding of ethical ideals. They connect the goals of the organization with that of the internal workers and external stakeholders. However, ethical 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. Ethical leaders should understand that these kinds of relationship germinate and grow in the deep rich soil of fundamental principles such as trust, respect, integrity, honesty, fairness, equity, justice and compassion. The leader should know that living in harmony with these basic principles, human enterprise can flourish and be sustained (Berghofer and Schwartz, ud). Ethical leaders should focus on moral values and fairness in decision making, consider the impact of organizational decisions on the outside world, and clearly communicate to workers how their actions at work contribute to the overall goals of the organization. Ethical leaders help give meaning to their employees work and ensure that organizational decisions are based on sound moral values (Piccolo, Greenbaun, Den Hartog, and Folger, 2010). Ethical leaders are always making efforts to incorporate moral principles in their beliefs, values and behaviour; they are committed to higher purpose, prudence, pride, patience and persistence (Khuntia and Sura, 2001). In conceptualizing of ethical leadership, Trevino, Hartman and Brown (2000) present a matrix comprising unethical leadership (weak moral person, weak moral manager), hypocritical leadership (weak moral person, strong moral manager), ethical leader (strong moral person, strong moral manager), and ethically ... silent ““ or ... silent “” leadership (weak/strong moral person, weak moral manager). In similar fashion, Trevino Brown (2004) proposes an executive must be perceived as both a “moral person and moral manager to have a reputation of ethical leadership”. A moral person is related to good character; the leader is honest and trustworthy, show concern for worker welfare and is seen as approachable. Whereas, a moral manager is one who leads others on ethical dimension, allow worker to know what is expected, and holds them accountable. Moral managers set ethical standards, communicate ethics messages, use the position of leadership to promote ethical conduct at work and use rewards and punishment to guide ethical behaviour in the organization.

### **Ethical Leadership**

Ethical leadership is a leadership that is directed by respect for ethical beliefs, values and for the dignity and rights of others. Ethical leadership is “the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to followers through two way communication, reinforcement, and decision-making” (Brown 2005, p.120). This definition incorporates key elements of ethical leadership, such as role modeling, promotion of ethics and consideration of ethical consequences in decision making. It can be adapted to varied organizational cultures and climates. Since most workers do not have daily contact with the senior leaders of their organizations, they rely on the perceived reputations of these leaders. Reputations as ethical leaders are formed by leaders’ visibility as ethical individuals and leaders’ communication of ethics as central theme within their organizations (Trevino and Nelson, 2011). This reputation as an ethical leader is dependent on the dual dimensions of an ethical leader, as a moral person and moral manager (Trevino 2003). The moral person element highlights certain traits of ethical leaders such as integrity, honesty and trustworthiness. As moral managers, ethical leaders communicate the importance of ethics in the organization through the use of messaging and reward systems. The two dimensions are equally important and interdependent.

**Worker Performance:** Every organization has been established with certain objectives to achieve. These objectives can be achieved by utilizing the resources like men, machines,

materials and money. All these resources are important but out of these the manpower is the most important. It plays an important role in performing tasks for accomplishing the goals. The question arises that how these resources utilizes manpower. Further, the business environment is changing drastically. The environmental factors are uncontrollable. These are beyond control of management of the firms. One has to adjust with the external factors to do the business in the market. Every environmental factor like social, cultural, legal, political, economic, technology and competition gets changed very fast. For effective working, the knowledge of these factors is must otherwise the plan will misfire. In present situation, it is difficult to predict about anything. It is uncertain to say what will happen tomorrow. It is uncertain to say what will happen tomorrow. Again the need for highly skilled and dedicated manpower is felt who can give the best output. For every organization, it is difficult to start, survive, stabilize and excel in the business. The firm that gets the advantage over other competitors through their talented and dedicated manpower can take the lead in the market. The contribution of workers on the job is the most important factor for development and excellence in business. The performance teachers should be of workers on different jobs in close coordination is needed for success of the unit. Workers are performing different jobs in an organization depending upon the nature of the organization. They mainly perform tasks like production, storage, manufacturing, transportation, marketing, purchasing, distribution, promotion of business, finance and accounting, human resource, research and public relations. All these activities are inter-related to achieve the targets. These are to be performed by the workers properly so they can give their best output at the job. This will have great impact on the total production, sales, profit, progress and market position of the company in the market. The importance of workers performance must be understood by the management and sincere efforts must be put in that direction. The management of the company taking timely steps in that direction will be in position to develop and motivate the people to do so.

**Leading Focus:** leaders always focus on the needs of the company and the situation. Leaders focus on result, on what must be achieved by themselves, by others and by the company. Great leaders focus on strength, in them and in others. They focus on the strength of the organization, on the things that the company does in satisfying demanding customers in a competitive marketplace. Your ability as a leader to call the shots and make sure that everyone is focused and concentrated on the most valuable use.

**Quality of Work:** the term quality of work appeared in research journals in 2000s. The interpersonal conflicts, job pressure, lack of freedom and absence of challenging work, etc. Quality of work is a comprehensive program designated to improve workers' satisfaction. It is a way of thinking about people, work and organization and creates a sense of fulfillment in the minds of the overall effectiveness of an organization. Quality of work is defined as the favourable conditions and environments of workplace that support and promote worker satisfaction by providing them with rewards, job security, and growth opportunities. Adequate and fair compensation, safe and healthy working conditions, immediate opportunity, to use and develop human capacities, opportunity for continued growth and security, social integration in the work organization, constitutionalism in the work organization, work and total life space and social relevance of work. According to Ellis and Pompei (2000), poor working environments, resident aggression, workload, inability to deliver quality of care preferred, imbalance of work and family, shift work, lack of involvement in decision making, professional isolation, lack of

recognition, poor relation with supervisors/peers, role conflict, lack of opportunity to learn new skills are the major barriers in the improvement of quality of workers. Chen Jia-Sheng and Fan Jingli (2003) also focus on the working environment of the organization, salary and bonus, welfare, promotion for workers. It also involves the work nature, training and development, leadership style of the boss, cooperation among colleagues, enterprise image, communication, organizational regulations, organization climate and culture, working time and workload of the workers. Seyed Mehdi Hosseini and Gholamreza Mehdizadeh Jorjatki (2010) explain the following parameters for quality of work. This includes fair and adequate pay and benefits rights, observance and safety and health factors, opportunities to continue growth and security of staff, acceptance work organization and social dependence on the society and individual life, governing the overall living space in the environment, integration of social improved human activities.

**Code of Conduct:** is a set of rules outlining the social norms, rules and responsibilities of, or proper practices for an individual, party or organization. In 2007, the International Federation of Accountants provided the following working definition of code of conduct, as principles, values, standards, or rules of behaviour that guides the decisions, procedures and systems of an organization in a way that (a) contributes to the welfare of its key stakeholders and (b) respects the rights of all affected by its operations. A code of conduct is written for workers of an organization, which protects the business and informs the workers of the organization expectations. It is ideal for even the smallest of organization to form a document containing important information on expectations for workers.

A code of conduct outlines the specific actions that workers must take in order to comply with the values and philosophy of the organization, it also details the expectations the company has for its workers' behaviour. Examples of items listed in a code of conduct might include policies pertaining to non-compete clauses, political contributions by workers, and confidentiality practices. Furthermore, a proper code of conduct should also provide guidelines on unacceptable personal behaviour as it relates to bribes, harassment, frequent absences and so on. As mentioned earlier in this study, it is important for an organization to carefully outline what behavioural standards it expects its employees to uphold, lest misunderstandings or misinterpretations occur. Banabo and Ndiomu (2014), states that any organization that fails to provide code of conduct for its staffs is giving room to indiscipline (mismanagement). That is, these rigorous standards must be tightly enforced by organization leaders and disciplinary measures such as query, suspension, seizing of incentives/payments etc. should likely be taken as the case may be for any breach of the office code of conduct.

The purpose of a code of conduct is to develop and maintain a standard of conduct that is acceptable to the organization its vendors, customers and other workers. Although they will differ from organization to organization, the conduct code includes behaviour guidelines that are consistent with organization policies and reflect how the organization perceives its image. It also serves to remind the workers of what is expected of them, and that their actions, appearance, conduct.

**Leader Ethical Standard:** is leadership that is directed by respect for ethical beliefs and values for dignity and right of others. It is thus related to concepts such as trust, honesty, consideration, charisma and fairness. Furthermore, ethics is concerned with the virtuousness of individuals and

their motives. Ethics is moral principles that govern a person's behaviour or the conducting of the activity (Mayel, 2012).

Ethical leadership involves leading in a manner that respects the rights and dignity of other; have the responsibility for insuring standards of moral and ethical conduct good leadership then, refers not only to competence, but to ethics that transform organizations and people lives. Ethical leaders set the standard of truth for every employee they lead.

**Worker Productivity:** productivity can be defined as the ratio between measure of output and a measure of input. The productivity of workers could be measured as an output, example the number of hours a worker worked or the cost of labour. Traditionally, labour productivity is derived from aggregate measure at the firm level, example value added per work. Productivity of the individual worker, there are several reasons why wages do not directly reflect the worker's actual productivity. For instance, institutional settings, such as those resulting from collective agreements, often make wages dependent on age or tenure rather than productivity. This is complicated by the fact that most data do not contain information on hourly wages, but rather on monthly wages. Variations in monthly wages might not only reflect difference in productivity, but also in the number of working hours. Both labour productivity and wages have their short comings when it comes to assessing workers' productivity.

## **ETHICAL LEADERSHIP AND WORKER PERFORMANCE**

Workers are the most important assets in organizations, which without, the goals and objectives may not be attained. Several studies have been conducted on the roles that ethical leaders can play in achieving increase worker performance. A study by Toor and Ofori (2009) revealed that ethical leadership may play a mediating role in the relationship between organizational culture and workers outcomes. The study shows that ethical leadership is more likely to bring about leader's effectiveness, willingness of worker to put in extra efforts, workers' job satisfaction, and an atmosphere for ethical leadership to flourish; which will ultimately lead to increased work performance.

Ethical leadership is associated with positive influence on workers performance (Resick 2011), intrinsic motivation (Piccolo, et al., 2010), job responses (Ruiz, Ruiz and Martinez, 2011) and willingness of worker to report problems (Brown, 2005). Piccolo (2010) suggest that leaders with strong ethical commitments can have impact on "task significance" and "autonomy" of the job characteristic model; and the willingness of worker to put extra on task performance. If followers perceived top manager's good moral image, ethics may be viewed as an important issue within the organization, and this perception may be a translated into a strong appreciation of top management by worker within an organization (Ruiz, Ruiz and Martinez, 2011). In organizations where leadership is perceived to be unethical is manifested in the failure of the leader to follow rules, failing to take responsibility for unethical behaviours, and failing to avoid even the appearance of impropriety (O'Connell and Bligh, 2009). Two important variables are crucial to the issue of ethical leadership in improving worker job performance; trust and worker commitment. As evident in the assertion of some researchers (Hosmer, 2003; Jones, 2004 cited in Berrone 2007) that good ethics is good for because it generates positive externalities like trust and commitment to all stakeholders, which in turn assures long-term performance of firms.



## **LEADER FOCUS ON QUALITY OF WORK**

Leader focused is a vital tool that improves worker's performance and enhances quality of work. A leader who is focused enough to guide his employees will have their respect and trust and this will yield good result, hardworking workers that know the goal they are working toward (Howell, 2000). Employees are in the office doing the work of day after day, where as a leader may not be in as often. Workers deal with certain difficulties in the work place, whether it's technical or having to do with clients. A leader that focuses on his workers is more likely to make those workers feel comfortable in giving feedbacks and suggestions on how to better management, work ethic, and other aspect of the job that may cause an increase in productivity (Frost, 2012).

In the world we are living today, things constantly changing. Technology has become utmost in every organization and as a leader, it is vital that you pay attention to the changing world around us, but that you are willing to go out of your comfort zone and embrace new technological advancement.

A leader doesn't need to focus on what makes him comfortable or what his company has been doing for decades. Instead, focus on how new ideas, new programs, new software can take the organization to a new level (Elliot, 2005). The particular issues and goals a leader focuses on guides the attention of those who follow him. People make their choice about were to focus based on their perception of what matters to leaders. This ripple effect gives leader an extra load and of responsibility because they are guiding not just their own attention but to a large extent, everyone else (Bormant, 2009). According to Bormant, when a leader focused on the activities of their employees, it will enable them to ascertain the weakness of their job performance and the necessary improvement needed in order to ensure good work which in turn increased productivity.

## **CODE OF CONDUCTS AND EFFICIENT TEACHING ABILITY**

The code of professional conduct for teachers encapsulates the fundamental ethics that inform the work of teachers. The ethical and moral values are useful tools meant to facilitate the effectiveness of the teaching profession. The code of conduct for teachers has provider a solid foundation for the growth and development of the teaching profession. The teacher is seen as a reflective practitioner whose key role is to educate. The code of professional conduct for teachers will enhance and deepen the confidence and trust in parents, students/pupils, school management and the public.

Bhargava (2005), Agra (2005) and Sharma (2003) were of the view that the performance of students and quality of education depend upon the quality of teachers. To improve the quality of teachers, teachers must be given a professional status. Being professional, teachers are expected to use the best practices and strategies to meet challenging demand of their career, which involves imparting knowledge and developing essential skills and attitudes in the students. Teachers should be caring, fair and committed to the best interests of the students entrusted to their care, and seek to motivate, inspire and celebrate effort and success, acknowledge and respect the uniqueness, individuality and specific needs of students, and promote holistic development. Teachers should be committed to equality, fairness and justice; they should also

seek to develop positive relationship with students, colleagues, parents, school management, that that are characterized by professional integrity and judgment. The accomplishment of these goals in teaching is determining. They have to use the best of their abilities to achieve these outcomes and use those practices and strategies that have been found more efficient and effective. According to Cruickshank (2009) a good teacher is expected to be committed to his work and would have the ability to take initiatives. The quality of education depends to a great extent the quality of teacher without having skills seems impossible. In fact, teacher is considered the top most academic and professional person in the educational pyramid. Without good teachers even the best system of education is found to fail while with good teachers the defect of the system can largely be overcome (Singh,2007). Learning the basic skills necessary for you to become an effective educator can be especially difficult for a first year academic staff. Becoming an effective academic staff, takes practice and special guidance from mentors and administrators. Effective teaching does not involve presenting your exciting lessons from activities to the class, it is a craft learned over time (Cruickshank, 2009).

### **LEADERS ETHICAL STANDARD AND WORKER PRODUCTIVITY**

A secondary school with strong ethical beliefs promotes a stronger commitment within that school (Valentine and Barnett, 2003). There is no perfect world. However, most secondary schools perceive ethics and core values as fundamental to the school's reputation due to its influence on the overall success of the school (Rogers, 1994). Therefore, an organization is obliged to disburse values, standards and expectations in their code of ethics. Ethics within a school goes beyond abiding by rules and obeying orders. It also deals with adding meaning, purpose and a strong sense of community within the school.

On the other hand, worker level of productivity is one of the many possible outcomes of ethical issues in an organization (Kurland, 2005). It has been accepted as a truism that good leadership is essential to ethics, government and to countless groups and organizations that shape the way which we live, work and play (Koroye and Banabo, 2014). Studies and researches undertaken on the measure to increase worker productivity reveal the significant role played by the leadership, culture and motivational levels of worker within an organization. Increasing attrition rates, grievances among workers, high levels of stress and burnouts, low worker morale, absenteeism and the like are the major indicators and consequences of degrading worker level of productivity (Mheta and Joshi, 2010). These causes are sometimes attributed to the nature of leadership style, motivational tools, organizational culture, and personal factors of workers such as their role conflicts, values, beliefs, feelings, attitudes, perceptions and goals. Work (organizational) ethic is a cultural norm that argues in favour of being personally accountable and responsible for the work that one does and is based on a belief that work has intrinsic value (Brauchle and Azam, 2004). The term is applied to characteristics of people, both at work and at play (Brauchle and Azam, 2004). Public secondary schools in Nigeria have a peculiar method of conducting work in order to ensure the accomplishment of goals and objectives in an educational environment.

## METHODOLOGY

The paper adopted a quantitative approach which was based on variables with numbers and analyzed with statistical procedures (Creswell, 2003). The target population is 400. The breakdown of this is presented in the table below

**Table 1: Showing list of schools and number of staff**

S/N	Name of Schools	Academic staff	Nonacademic staff	Total
1.	EPIE NATIONAL HIGH SCHOOL	100	150	250
2	CENTRAL OPOLO SECONDARY SCHOOL	80	100	180
3	ST. JUDES GIRLS SECONDARY SCHOOL AMARATA	120	150	270
4	BISHOP DIMIERE GRAMMAR SCHOOL YENAGOA	100	230	330
	<b>TOTAL</b>	400	630	1030

**SOURCE:** Human Resource Unit both secondary schools, 2019.

Using the Yaro Yemen formula and stratified sampling technique, the sample size for the paper was determined to be 342. Primary data was collected by contacting respondents using self-administered questionnaires. Survey method will be used to gather data from a sample off the population at a particular time (Amin, 2005). The data collected was analyzed using mean and chi-square to evaluate the research questions, while correlation was adopted to analyze the research hypothesis.

**H<sub>01</sub>:** there is no significant effect focused on team building on quality of work

**Table 2: Chi-Square Test**

	Value	Df	Asymp.Sig (2-sided)
Pearson Chi-Square	119.429a	12	.000
Likelihood Ratio	138.436	12	.000
Linear-by -Linear Association	21.517	1	.000
No of Valid Class	800		

**Source:** SPSS SUMMARY OUTPUT

The result of the analysis using chi-square test shows that Pearson Chi-square calculated 119.429a is greater than the Chi-square tabulated value 21.026. Also, the significant level 0.05 is greater the P-Value 0.000. Therefore, the null hypothesis was rejected and the alternative accepted which states that there is effect of leader focus on team building on quality of workers.

**Table 3: Correlations**

	Statement 1	Response 1
Statement 1 Pearson Correlation	1	.864xx
Sig. (2- tailed)		.000
N	800	800
Response 1 Pearson Correlation	.864xx	1
Sig. (2- tailed)	.000	
N	800	800

*SOURCE: SPSS SUMMARY OUTPUT*

The result of the analysis from table using Pearson correlation shows a positive correlation of 0.864. Therefore, the null hypothesis was rejected and the alternative accepted.

**Ho2: there is no significant effect on code of conduct on efficient teaching ability of workers**

**Table 4: Chi-Square Tests**

	Value	Df	Asymp.Sig (2-sided)
Pearson Chi-Square	135.905a	12	.000
Likelihood Ratio	170.600	12	.000
Linear-by –Linear Association	4.663	1	.031
No of Valid Class	800		

*Source: SPSS SUMMARY OUTPUT*

The result of the analysis using Chi-square tests shows that the Pearson Chi-Square calculated 135.905a is greater than Chi-Square tabulated value 21. 026. Also, the significant level 0.05 is greater the P- Value 0.000. Therefore, the null hypothesis was rejected and the alternative accepted which states that there is effect on code of conduct on efficient teaching ability of workers.

**Table 5: Correlations**

	Statement 1	Response 1
Statement 1 Pearson Correlation	1	.776x
Sig. (2- tailed)		.031
N	800	800
Response 1 Pearson Correlation	.776x	1
Sig. (2- tailed)	.031	
N	800	800

*SOURCE: SPSS SUMMARY OUTPUT*

The result of the analysis from table using Pearson correlation shows a positive correlation of 0.864. Therefore, the null hypothesis was rejected and the alternative accepted.

**Ho3: there is no significant effect leader ethical standard on worker productivity**

**Table 6: Chi-Square Tests**

	Value	Df	Asymp.Sig (2-sided)
Pearson Chi-Square	174.118a	12	.000
Likelihood Ratio	203.119	12	.000
Linear-by-Linear Association	.360	1	.548
No of Valid Class	800		

*Source: SPSS SUMMARY OUTPUT*

The result of the analysis using chi-square test shows that the Pearson Chi-square calculated 174.118 is greater than the Chi-square tabulated value 21.026. Also, the significant level 0.05 is greater the P- Value 0.000. Therefore, the null Hypothesis was rejected and the alternative accepted which states that there is effect leader ethical standard on worker productivity.

**Table 7: Correlations**

	Statement 1	Response 1
Statement 1 Pearson Correlation	1	.621x
Sig. (2- tailed)		.012
N	800	800
Response 1 Pearson Correlation	.621x	1
Sig. (2- tailed)	.012	
N	800	800

*SOURCE: SPSS SUMMARY OUTPUT*

The result of the analysis from the table using Pearson correlation shows positive correlation of 0.621. Therefore, the null hypothesis was rejected and the alternative accepted.

**Discussion of Analysis**

With regards to hypothesis one, the result of the analysis using chi-square test shows that the Pearson Chi-Square calculated of 119.429 is greater than Chi-square tabulated of 21.026. Also, the significant level of 0.05 is greater than the p-value of 0.000. Pearson’s Linear Coefficient was used to determine the significance of the relationship and results from the Hypothesis indicated a positive correlation of 0.864. Therefore, there is a significant positive correlation between effects of a leader focus on quality of work in secondary schools. This implies that workers are willing to work hard in pursuit of promotion and it is through the provision of focused leadership that efficiency will be enhanced leading to their rise in the organizational leader. This in consonance with Jacoby (1984) , Morishima (1986),and Pigors and Myers (1981), who opined that where the promotion criteria for promotion is not clearly defined, management needs records of performance appraisal, if it is fairly to administer a promotion policy based upon worker competence.

With regards to hypothesis two, the data presented indicated that the item 1, 2, 3 and 4 with the mean score 4.0, 3.8, 4.0 and 3. 8 are significant because they are above the cut off mark of 3.0. And the result of the analysis using Chi-square tests also shows that the Pearson’s Chi-square

calculated 135.905 is greater than the Chi-square tabulated 21.026. Pearson's Correlation Coefficient was used to determine the significance of the relationship that results from the Hypothesis shows a positive correlation of 0.776. Therefore, there is a significant relationship between code of conduct and efficient teaching ability. This agrees with (Bhargava (2005), Agra (2005) and Sharma (2003) who were of the view that the performance of students and quality of education depended upon quality of teachers. To improve the quality of teachers, teachers must be given professional status.

With regards to hypothesis three, the analysis revealed that all the variables have effect on leader ethical standard and worker productivity in secondary schools. This is because the effect of rewarding positive work ethics and punishing negative work ethics of peers at work has improved the level of ethical expectancies and ethical decisions (Kurland, 1995). The study also showed that the result of the analysis using Chi-square tests show that Pearson Chi-square 174.118 is greater than the Chi-square tabulated 21.026. Pearson's Correlation Coefficient was used to determine the significance of the relationship and results from th: Hypothesis indicated a positive correlation of 0.621. There, there is a significance effect of ethical standard and worker productive in secondary schools.

### **Findings of the Study**

From the data analyzed, the following were revealed:

1. There is a positive and significant influence of leader focus on team building on quality of work of work of workers in secondary schools in Yenagoa.
2. There is a positive and significant influence of code of conduct on the efficient teaching ability of work of workers in secondary schools.
3. There is a positive and significant influence of leader ethical standard and worker productivity in secondary schools.

### **Conclusion**

Leader focus on team building was found to have a significant effect on quality of work of workers in secondary schools. This is so because there is a significant positive correlation between effects of a leader focus on team building on quality of work of workers. Both quality of work and leader focus are contributing factors towards work performance of secondary schools in Yenagoa. Quality of work can produce more quantitative work. Their attitudes to work are improved. However, there may be other problems such as time, funds for research that may erode the effect of worker performance. Code of conduct was found to have effect on the efficient teaching ability of workers in secondary schools. This is because there is a positive relationship between code of conduct and efficient teaching ability. And it was clear from the study that ethical standard plays a significant role on productivity of worker performance in secondary schools. This is so because there is a significant effect of ethical standard that improved the level of productivity on worker performance in secondary schools. However, there is need for more comprehensive opportunities for ethics training programs that will give organizations a competitive advantage by linking the strategic interest of the organization with the interests of their workers.

## RECOMMENDATIONS

The following recommendations are therefore postulated.

There is need for policy makers and administrators to strengthen and revise the code of conduct for teachers because it provides a solid foundation for the growth and development of the teaching profession.

The study recommends that the secondary schools administration should endeavour to revise ethics training programs policy that all workers shall be encouraged through training to develop their potential and enhance their efficiency on the job. This will enable workers feel and believe that their organization believes in worker development through ethical standards and work productivity and actually supports it.

Workers' behavior that is associated with strong ethic can be further encouraged by good supervision from employers and managers. By a proper reward of worker's expressions of positive work ethic attributes, managers and supervisors can still encourage increased productivity work hours among workers and at the same time help accomplish organizational goals.

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