



AN ASSESSMENT OF ETHICAL LEADERSHIP PRACTICE IN MAI IDRIS ALOOMA POLYTECHNIC GEIDAM, YOBE STATE, NIGERIA

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Abstract

This research determined whether polytechnics academic staffs holding leadership positions are regarded as ethical leaders in Mai Idris Aloomo Polytechnic Geidam. Currently, there is a lack of research concerning ethical leadership practices in business and non-business settings especially in institutions of higher learning. Kalshoven et al., (2011) ethical leadership at work (ELW) survey is one of the most valid and reliable research tools in the field of ethical leadership, which would be used to assess ethical leadership practices of managers based on followers' perceptions. Since it is not possible to study the entire Population, a sample of 40 respondents was randomly selected and Administered questionnaires from the institution studied. The research is quantitative in nature and was conducted using a survey design. Sampling procedure of the study is stratified random sampling. The study revealed that There is ethical leadership Practices among academic staff of Mai Idris Aloomo Polytechnic Geidam, Yobe state. The study also revealed that significant differences exist in the perceptions of members of staff toward ethical leadership based on differences in gender, rank, and experience. The study there for recommend that Government should provide friendly working environment in terms of adequate infrastructural facilities, good road network, efficient telecommunication system and uninterrupted power supply to encourage institutions of higher learning to float their businesses effectively.

Key words: Ethical, leadership, Management, Fairness, Dimensions.

1 Introduction

Today, many organizations suffer from ethical misconduct because of the negligence of ethical organizational values and lack of ethical leadership (Martin & Cullen, 2006). Moreover, based on the results of market polls conducted by Gallup Corporation, corruption is considered a problem in 108 countries worldwide. This situation has resulted in losses of millions of dollars (Harshman & Harshman, 2008), which triggered a strong interest in ethical leadership research.

This new reality posed a paramount concern for all types of public and private organizations to promote ethical behaviors in higher education and corporate codes of ethics through efficient and effective ethical leadership, which is a critical piece for organizational success. Previous research

indicates that effective ethical leadership is a strong predictor of job satisfaction, job performance, organizational commitment, organizational optimism, organizational citizenship behavior, innovation, reduced deviant behaviors, and improved leaders- follower relationships(Khasawneh, et. al 2016).

In educational perspective, schools as formal institution provides educational services, teaching and training to acquire the knowledge, and develop skills and affective (values and attitudes) for learners. In this context, educators and educational personnel play a pivotal role as front liners for character and moral development. Teachers must serve to cultivate an environment for human rationality and the attainment of knowledge (Corsaro, 2008). Educators and educational personnel in this context must be both knowledgeable of the course material and skilled in the art and science instruction (Corsaro, 2008)

In this 21 century, public and private sector organizations are facing an increased risk of ethical misconduct by individuals holding managerial and leadership positions. Such unethical practices can lead to lower performance, declined profit, and loss of credibility and reputation of these organizations. To this end, both researchers and practitioners are pursuing significant research efforts to understand how managers and leaders conduct business. Moreover, the literature emphasizes the need for additional research on ethical leadership (Northouse, 2010; Yukl, 2006). To the researchers' best knowledge; little or no research exists in the African continent, especially in Nigeria, that investigated ethical leadership practices in higher education institutions. Therefore, the primary purpose of this study is to determine whether Mai Idris Aloomo Polytechnic academics holding leadership positions are regarded as ethical leaders. The paper is segmented into sections with introduction as first segment. Other segments of the paper are: literature reviews, methodology, discussing and findings and then conclusion and recommendations.

2 Literature Review

Ethical Leadership:

The concept of ethical leadership is moderately new, however significant measure of research on the thought is developing (Bedi, Alpaslan, & Green, 2016; Brown, Treviño, & Harrison, 2005; Kalshoven, Den Hartog, & De Hoogh, 2011; Yukl, Mahsud, Hassan, & Prussia, 2013) however, this is equally important because, the period of the 21st century has seen economic downturns by numerous worldwide associations because of unethical practices (Khasawneh et al., 2016). It is especially in the midst of corporate scandals and moral slips that the broader public and interest groups in a company make the essential inquiry, in particular, who are corporate directors and are they moral. The concern for “ethical awareness” comes when the notion of leadership legitimacy is challenged and the public confidence in corporate governance is incredibly low (Katarina Katja Mihalie, Bogdan Lipicnik, 2010). Yasir and Mohamad (2016) also stressed that Principally, response to numerous corporate scandals fascinated scholars responsiveness to the topic (Yasir & Mohamad, 2016).

The philosophies, values, and beliefs of ethics and morality characterize the basis of organizational behaviour and thus formulate the footprint on which the leaders influence staff members in attaining the organization's goals. Bubble (2012), defines ethical leadership as a process of trying to influence employees by values, guiding principles and beliefs that are broadly bordering on accepted standards of organizational behaviour (Alshammari, Almutairi, & Thuwaini, 2015). But according to Brown, Treviño, & Harrison, (2005) 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 et al., 2005).

Ethical Leadership Dimensions:

Kalshoven et al. (2011) formed a multi-dimensional workplace ethical leadership (ELW) questionnaire that included seven various aspects of ethical leadership behaviour, including fairness, integrity, ethical guidance, a people orientation, power-sharing, clarification of roles and sustainability concerns, as clearly explained below:

Fairness refers to impartiality, treating others in a right and equitable manner, and making principled and fair choices. Fairness has become an essential form of ethical leadership behaviour since these leaders are selfless and have integrity, trustworthiness, and honesty, and reliability, they are equally responsible for their actions (Trevino et al., 2003; Brown *et al.*, 2005; De Hoogh and Den Hartog, 2008). The second is power-sharing, which is described it as allowing followers to contribute in decision making and listening to their ideas and concerns. Moreover, power-sharing allows more control and less dependence on leaders for employees (Yukl & Mahsud, 2010). Brown et al. (2005) considered power-sharing as giving followers a chance to have a say by ethical leaders. The third dimension is role clarification asserts that responsibilities, expectations and performance objectives to be clarified. It allows employees to realize their expectations and to show if their performance is equitable. In addition, De Hoogh and Den Hartog, (2008) and Kalshoven *et al.*, (2011) stressed that it helps employees not to worry unnecessarily about unclear expectations and how employees can contribute to the achievement of organizational objectives meaningfully and effectively.

The fourth is people-orientation which contributes to genuine concern, respect, and support for employees, but also ensures that wherever possible their legitimate needs are met. In their respective studies, Treviño et al. (2003) & Resick et al. (2006) indicate that care for, respect and followers support has been frequently mentioned and emphasized by the people-orientation dimension of ethical leadership. The fifth is integrity which denotes the consistency of words and deeds and the ability to keep promises. Behavioural integrity can be referred to as the alignment of words with actions, implying that what you say is consistent with what you do (Lemoine, Hartnell, & Leroy, 2018). The sixth is ethical guidance which helps to communicate on ethics and explain ethical rules, promote and reward ethical behaviour. Ethical leaders communicate ethical

standards (Mo, Ling, & Xie, 2019; Treviño, Brown, & Hartman, 2003) However, this ethical guidance involves communicating ethics, clarifying ethical rules, promoting and rewarding employee ethical behaviour (Kalshoven et al., 2011). The last dimension is concern for sustainability this is related to leaders' attitudes towards environmental care and encouraging recycling. This includes the attention of leaders to sustainability issues, bearing in mind the results of their actions beyond the parameters of their own workgroup, and showing concern for society's welfare (Kalshoven *et al.*, 2011; López-González, Martínez-Ferrero, & García-Meca, 2019)

3 Methodology

Study area:

Geidam local government area is located in the northern part of Yobe state, it bordered with Yunusari local Government to the north, Tarmuwa local government to the south, Bursari local Government to the west and Gubio local Government of Borno state to the east. Geidam town is about 180 km away from Damaturu the state capital of Yobe state. It covers an area of about 3892 km² with the population of about 157,295 people according to 2006 population and housing census.

Research Design:

The survey focused on the workers of Mai Idris Aloomo Polytechnic Geidam forms the population of this study. Necessary data were collected to ascertain the extent of the impact of ethical leadership on organizational performance. To achieve the objectives of the study, primary source of data was employed. The primary source of data was based on the use of Questionnaires distributed and collected from the workers of the study area. The target population of study was all the staff of the study area. Since it is not possible to study the entire Population, a sample of 40 respondents was randomly selected and Administered with a questionnaires. The sampling technique used for this study was stratified random sampling technique in selecting the sample for empirical examination. The questionnaire was designed in such a way that alternatives were provided for the respondents to choose from and opinions were expected to be expressed. In the questionnaire, the Likert scale measurement of variables was used; this requires the respondents to indicate a degree of agreement or disagreement. A non-parametric statistics (Chi-square) was employed in testing of the hypothesis.

Study Population and Sampling Procedure:

The workers of Mai Idris Aloomo Polytechnic Geidam Yobe State Nigeria make up the population of this research. The three (3) levels of management of the institution are the target population for this study.

4 Data Presentation and Analysis

Test of Hypothesis:

The two (2) hypotheses formulated was tested using the **Chi-square (X^2)** method.

Decision Criteria:

The decision rule is that if the calculated values of X^2 is greater than the tabulated value (or critical value), we accept the alternative hypotheses and reject the null hypotheses or vice versa.

Hypothesis One:

H₀: There is no ethical leadership Practices among academic staff of Mai Idris Aloomaa Polytechnic Geidam.

Table I

Alternatives	Responses	Percentage(%)	Aggregate
Strongly agree	22	55	80
Agree	10	25	
Undecided	2	5	5
Disagree	4	10	15
Strongly disagree	2	5	
Total	40	100	100

Source: Survey Report, 2021.

Table II. Contingency Table

Alternatives	O _i	E _i	O _i -E _i	(O _i - E _i) ²	(O _i - E _i) ² E _i
	Strongly agree	22	8	14	196
Agree	10	8	2	4	0.5
Undecided	2	8	(6)	36	4.5
Disagree	4	8	(4)	16	2
Strongly disagree	2	8	(6)	36	4.5
X² cal					36

E_f = Total Frequency

Number of Responses

$$40/5 = 8$$

Level of significance (α) = 5% (0.05)

Critical Value = ($\mu - 1$), α

Where; μ = No of options

$$= (5 - 1), 0.05$$

$$= 8 (0.05)$$

$$X^2 \text{ Tab} = 15.51$$

Decision: Since X^2 calculated is greater than the X^2 tabulated, ($36 > 15.51$) we accept alternative hypothesis and reject the null hypothesis. Hence, we conclude that there is ethical leadership Practices among academic staff of Mai Idris Aloomo Polytechnic Geidam.

Hypothesis Two:

H₀: There is no statistically significant differences exist in the perceptions of members of staff toward ethical leadership based on differences in gender, rank, and experience

Table III

Alternatives	Responses	Percentage (%)	Aggregate
Strongly agree	14	35	75
Agree	16	40	
Undecided	4	10	10
Disagree	2	5	15
Strongly disagree	4	10	
Total	40	100	100

Source: Survey Report, 2021.

Table IV: Contingency Table

Alternatives	O _i	E _i	O _i -E _i	(O _i - E _i) ²	(O _i - E _i) ²
					E _i
Strongly agree	14	8	6	36	4.5
Agree	16	8	8	64	8
Undecided	4	8	(4)	16	2
Disagree	2	8	(6)	36	4.5
Strongly disagree	4	8	(4)	16	2
X² cal					21

E_f = Total Frequency

Number of Responses

$$40/5 = 8$$

Level of significance (α) = 5% (0.05)

Critical Value = ($\mu - 1$), α

Where; μ = No of options

$$= (5 - 1), 0.05$$

$$= 8 (0.05)$$

$$\mathbf{X^2 Tab = 15.51}$$

Decision: Since X^2 calculated is greater than the X^2 tabulated, ($21 > 15.51$) we reject the null hypothesis. Hence, we concluded that there is a significant difference exists in the perceptions of members of staff toward ethical leadership based on differences in gender, rank, and experience.

5. Discussion of Findings

The study revealed that There is an ethical leadership Practices among academic staff of Mai Idris Aloomo Polytechnic Geidam, Yobe state, Nigeria. This is in line with Yasir and Mohamad (2016) who noted that ethical leadership provide institutional opportunities for the development of local skills and technology acquisition through education. "Ethical leadership", a concept adopted by some Nigerians is a clear manifestation of such technological acquisition and this gives force to rapid development in the economy. The study further revealed that significant differences exist in the perceptions of members of staff toward ethical leadership based on differences in gender, rank, and experience.

6. Conclusion

In spite of government policies aimed at regulating ethical leadership practice for the promotion of institutions of higher learning in Nigeria, they have performed less satisfactorily largely because of operational and administration bottlenecks including lack of depth knowledge, ethical leadership practice, inadequate infrastructural facilities, poor management practices and low entrepreneurial skills to mention but a few. Agencies which are supposed to provide adequate ethical leadership skills in compliance to government policies usually place exorbitant criteria that prevent management teams of many institutions of higher learning to be oriented by such agencies. Despite all these bottlenecks, institutions of higher learning have contributed significantly to economic, social and industrial development of the country.

7. Recommendations

Based on the exploratory survey of this study, the research makes the following recommendations:

- ❖ Government should provide friendly working environment in terms of adequate infrastructural facilities, good road network, efficient telecommunication system and uninterrupted power supply to encourage institutions of higher learning to float their businesses effectively.
- ❖ Institutions of higher learning should develop and implement policies and strategies that will enable them strive and compete favourably in carrying out their business activities effectively.
- ❖ Government through its agencies should develop a holistic approach to provide adequate trainings, workshops and seminars for institutions of higher learning to update their skills.
- ❖ Institutions of higher learning should be given opportunities to access soft loans as well other technical assistance so as to broaden the opportunities to strive effectively.

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